

Childhood Education

How Shall We View Delinquency?

*How do we build stable
personalities?*

April 1956

JOURNAL OF THE

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

THE BOARD OF EDITORS OF CHILDHOOD EDUCATION

LAURA HOOPER, *Chairman*
 Director, Illman-Carter Unit
 University of Pennsylvania
 Philadelphia, Pennsylvania

CONSTANCE CARR, *Editor*
 1200 Fifteenth Street, N.W.
 Washington, D. C.

ALICE S. BAIRD
 Teacher, Caddo Parish Schools
 Shreveport, Louisiana

WILLIAM H. KILPATRICK
 Professor Emeritus of Education
 Teachers College
 Columbia University
 New York, New York

ANNIE LAURIE PEELER
 Training School
 Memphis State College
 Memphis, Tennessee

MARGUERITE BRYDEGAARD
 Associate Professor of
 Education
 San Diego State College
 San Diego, California

MARJORIE KINGSLEY
 Teacher, Public Schools
 Bellingham, Washington

NEVA ROSS
 Training School
 Northwest Missouri State College
 Maryville, Missouri

JEAN I. CARE
 Teacher, Public Schools
 Forest Hill Village
 Ontario, Canada

LUCILE LINDBERG
 Assistant Professor of
 Education
 Queens College
 Flushing, New York

BEATRICE TERMEER
 Curriculum Coordinator
 Little Lake Schools
 Santa Fe Springs, California

MARJORIE L. CARLSON
 Teacher, Public Schools
 Omaha, Nebraska

MARY JANE LOOMIS
 Assistant Professor of
 Education
 The Ohio State University
 Columbus, Ohio

FLORENCE WEILAND
 Teacher, Public Schools
 Nashville, Tennessee

VERA COULTER
 Teacher, Public Schools
 Oregon City, Oregon

WILLIE DEE WEISS
 Teacher, Public Schools
 Tulsa, Oklahoma

BOOKS FOR ADULTS

CHARLES H. DENT
 Associate Professor of
 Curriculum and Instruction
 University of Texas
 Austin, Texas

BOOKS FOR CHILDREN

CHRISTINE B. GILBERT
 Director, School-Community
 Relations
 Public Schools
 Manhasset, New York

AMONG THE MAGAZINES

LUCY NULTON AND TEACHERS
 P. K. Yonge Laboratory School
 University of Florida
 Gainesville, Florida

BULLETINS AND PAMPHLETS

PATSY MONTAGUE
 Department of Public Instruction
 Raleigh, North Carolina

ACEI EXECUTIVE BOARD

MERLE GRAY, *President*
 Public Schools
 Hammond, Indiana

FRANCES READY, *Vice-President*
 Representing Kindergarten
 University of Wyoming
 Laramie, Wyoming

EDNA FELT
 Secretary-Treasurer
 Public Schools
 Athens, Ohio

JOSEPHINE PALMER, *Vice-President*
 Representing Nursery
 State Teachers College
 New Paltz, New York

SARAH LOU HAMMOND, *Vice-President*
 Representing Primary
 Florida State University
 Tallahassee, Florida

FRANCES HAMILTON
 Executive Secretary
 1200 Fifteenth Street, N.W.
 Washington, D. C.

GRACE DOLMAGE, *Vice-President*
 Representing Intermediate
 University of Manitoba
 Winnipeg, Manitoba, Canada

For Those
Concerned With
Children 2-12

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

1955-56: Courage To
Move Forward

Childhood Education

CONTENTS FOR APRIL 1956

Volume 32

Number 8



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by ACEI, 1200 15th St. N. W., Washington 5, D. C., by the *fifteenth of the month*.

Microfilm copies of Vol. 30, 31 **CHILDHOOD EDUCATION** are available. Sept. 1955-May 1956 (Vol. 32) will be available when volume is completed. Purchase of current volumes is restricted to subscribers to the Journal. For details, write to University Microfilms, 313 N. First St., Ann Arbor, Mich.

EDITORIALS

- New Editor Announced..... *Merle Gray* 354
No Child Is Born To Be Delinquent..... *Howard Lane* 355

FEATURE ARTICLES

- Building Sound Personality..... *Harry and Bonaro Overstreet* 357
Different Agencies Work on Delinquency..... *Annie Laurie Peeler* 361
Police-Teacher Amity..... *William W. Wattenberg* 365
The Challenge of Broken Pieces..... *J. Ernest Somerville* 368
Do Children Need Preschool Experiences?..... *Orlo R. and Robert R. Chamberlain* 371

SPECIAL FEATURES

- Time, Space, and the Developing Child..... *Margaret P. Ammons and John I. Goodlad* 374
Concerns for Children Are Worldwide—In Denmark.... 380
I'm a Re-tread!..... *Lela Leisenring* 382

NEWS and REVIEWS

- News Here and There..... *Frances Hamilton* 386
Books for Children..... *Christine B. Gilbert* 391
Books for Adults..... *Charles Dent* 396
Bulletins and Pamphlets..... *Patsy Montague* 404
Over the Editor's Desk..... 412

CONSTANCE CARR, *Editor*

DOROTHY S. CARLSON, *Assistant Editor*

FRANCES HAMILTON, *Business Mgr.*

ALIDA H. HISLE, *Advertising Mgr.*

Subscription \$4.50. ACEI membership (including subscription) \$7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright 1956. Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST. N. W., WASHINGTON 5, D. C.

Margaret Rasmussen
To Become Editor of
Childhood Education



The members of ACEI will be interested to learn that Constance Carr, editor of ACEI publications, has resigned in order to return to school and finish her doctoral program.

Our Association has been privileged during the past five years to have had the editorial leadership of Constance Carr. It is fortunate that we have had a person with such a broad view of education and keen insights into the ways in which children learn and grow. All of this has contributed to the high quality of CHILDHOOD EDUCATION and ACEI bulletins. In addition to this, Miss Carr's congenial manner has made it a pleasure to work with her as a staff member.

We are pleased to announce the appointment of Margaret Rasmussen as editor.

Miss Rasmussen holds a master's degree as well as the bachelor's degree from Teachers College, Columbia University. She has also attended San Jose State College, College of the Pacific, and University of Southern California. In addition to her work in elementary education, she has been interested and active in creative writing and folk dancing.

Miss Rasmussen is consultant in elementary education doing supervision and curriculum work in Stanislaus County Schools, Modesto, California. She has had varied experiences in California, New York, and Georgia as a teacher of children and of students preparing to teach. She has traveled in Europe and is especially interested in strengthening international relations through childlore and exchange student programs. She has an article appearing in a Swedish Educational Journal, "Trends and Practices in Early Childhood Education in the U. S."

She has long been an active member of the Association. She has served on committees and has worked in local branches and the state association. Miss Rasmussen is familiar with ACEI publications. She has written for CHILDHOOD EDUCATION and for the bulletin *Reporting on the Growth of Children*. She will participate in the ACEI Study Conference in Washington, D. C., and in the meetings of the Editorial Board to be held then, beginning her work at headquarters in Washington, D. C., the first of June.

MERLE GRAY, *President, ACEI*



Photo by Eva Luoma

No Child Is Born To Be Delinquent

AMERICA SEEMS ANGRY AT ITS OLDER CHILDREN. IT IS TIME THAT THE teachers of younger children mount the housetops and so shout that all may hear what they know of the meaning of juvenile delinquency, the fruit of community neglect of children. *No child is born to be delinquent.*

In enlightened homes and elementary schools we are nurturing self-

respect, cherishing and cultivating uniqueness, stimulating vital living for all our children. But it seems that so soon our children crawl off our laps, snap our apron strings to take charge of their own lives as nature intended them to do. At this point, at the time when they must most actively seek their answers to, "Who am I?" and begin to find their own significance in life, they are herded into oversized high schools. Here they disappear as individuals unless they have superior talents to be exploited to the aggrandizement of their elders, or seek significance in highly noticeable, annoying behavior.

These rapidly changing humans are growing in a rapidly changing world. Having no money and no votes they have no power for converting their desires into demands. Constantly they are urged to buy, to own, to consume in order to be healthy, popular, successful. They hear many fine words about the value of freedom, the dignity of the individual. Some read the Bill of Rights and find in it no mention of age. Yet, society in our time has not learned, or does not care, to accord full citizenship to its young people. Some methods of protest against this mass injustice are excessively destructive and annoying and are called "juvenile delinquency."

"Delinquency" covers many kinds of behavior and conditions of living. To be included in statistical tables on delinquency a child must be so bothersome that his neighbors call the police, and his parents must be so inadequate or neglectful that the community will not trust them to "straighten out" their erring child. Thus, most delinquents of the statistics come from poor homes. Too, they have no neighbors, no church, no school, no clubs sufficiently concerned and able to save them. A delinquent child is the failure of about two dozen grownups, only two of whom are his parents.

Delinquent children are children who have not been wanted by the people who should have cared for them. Neighbors forbid their children to play with them. Schools put them in "woodpecker" groups. These children are anxious about their condition and prospects; this anxiety is expressed in disdain which grownups find most irritating. They are children who strike out, not back, in response to rejection.

WE SHALL NEVER REDUCE THE AMOUNT OF DELINQUENCY BY PUNISHMENT or treatment of delinquents. We would as sensibly expect to correct mass malnutrition by filling decayed teeth. The amount of delinquency in a neighborhood is the measure of that community's neglect of its children. We must somehow restore neighborliness with modern expressions of Grandpa and Aunt Minnie. The school alone cannot prevent delinquency. However, the teachers are the certified professionals in the rearing of children. Their work is not done as long as even one child lacks the nurturing warmth of personal concern of grownups who care for him.—HOWARD LANE, *professor of education, New York University, New York City.*

Building Sound Personality

What is it in one child which helps him meet the rough places? These same rough places may throw another child into delinquency. The Overstreets look at character structure as a causal factor. Harry and Bonaro Overstreet are psychologists busy with an active life of lecturing and writing. They are living in Falls Church, Virginia.

DELINQUENCY, WE NOW BEGIN TO REALIZE, can no longer be regarded as a slum disease. Repeatedly we hear it said: "But he comes from such a good family! How could he have done it?" Slums, undoubtedly, must still be reckoned with as causal factors in the making of delinquents, but they can no longer be made to carry the full burden of blame. We are reminded, too, that while delinquency does develop in slum surroundings, by far the greater number of children who grow up in such environments do not become delinquent. A clarifying light is thrown upon this by the Gluecks' chapter on Jimmie and Frankie in their *Delinquents in the Making*. Both were slum children, reared under much the same conditions, but only one turned delinquent.

We begin, therefore, to pay increasing attention to character structure as a causal factor. Individuals differ, we find, in what might be called their "vulnerability quotient." Something in the personality development of one teenager helps him to get over the rough places of life and go ahead in stride, while something in the development of another seems to throw him off balance. How, we now begin to ask, can we build the kind of character structure that is stable enough to negotiate the life situation?

Happily, most young people are not delinquent. Most of them, after an amaz-

ingly few years of growing into life, manage to build fairly sound relationships to themselves and their environment. This means that they not only learn, on the whole, to feel friendly toward other people and toward the enterprises of their society, but they act in ways that enable others to be friendly toward them. They belong, we might say, within the mutuality of good will.

These not only are young people we want to multiply among us but they can, in a sense, be our teachers. To become familiar with their characteristics—what we might call the symptoms of their emotional health—is to realize what we should be aiming at in the upbringing of all our children.

Children Who Move Toward Life

The emotionally healthy young person is one who characteristically *moves toward life*. Instead of showing hostility and resistance—hostility orientation is the outstanding trait of delinquency—he shows eager interest. He likes a lot of things and a lot of people. As he grows from childhood to adolescence and into adulthood, this eagerness reveals itself in the expansion of the areas of his interest. He likes to learn—in his own unforced way and also in ways that he accepts as part of a life discipline; to make things; to join with others in shaping up plans and carrying them out.

In short, the pattern of his life is that of being a *member of* and a *participant in*—not of some small, rebellious gang but of an increasingly broad section of the human race.

This quality of *moving toward life* is so basic to the healthy pattern of personality that every intelligent parent or teacher or community leader will try to encourage its growth. A parent will seek to make the home a place that invites its members to participate in interests in which everyone can be interested; a teacher will seek to make the classroom a place that will open friendly doors to the experiences the child will love; a community leader will make the community an environment hospitable to the creative curiosities and participation of young people.

As we make the movement toward life a vital and continuing experience in young people's lives, we lessen the chance that unhealthy attitudes of withdrawal and rebellion will develop.

Sensitivity Toward Others

A second characteristic of emotionally healthy young persons is sensitivity to the hurts of others. Here again the delinquent is markedly different. Invariably he exhibits a lack of caring about the hurts he inflicts. "So what?" This, it will be remembered, was the answer given by the youth who killed the owner of the car he had been trying to steal. "I killed him, sure! So what?" This same callousness was shown by the young man who confessed to having planted the bomb that killed his mother and some forty-odd others in the Denver plane. According to the newspaper reports, he showed no compunction whatever.

Sensitivity to the hurts of others is a trait that goes with all growth into emotional maturity. The mature human being has tenderness. He hates to see suffering

or to inflict it. It should be obvious, then, that the obligation of every adult is to create environments in which there is sensitivity to suffering. The parent—who is gentle with the family pets; who is tender with clumsiness; who shows concern for the scratches and bruises of the youngster; who helps out a sick neighbor—is building an atmosphere in which young people can grow into a healthy tenderness.

Again, characteristic of emotionally healthy young people is the ability to take the unwanted experiences of life in stride. Disappointments, defeats, criticism, the denial of things they want—these do not throw them into a total rebellion. They may—and probably will—experience their temporary irritation or anger or sorrow or even heartbreak. But in the end they snap out of it and go on. This is the way of maturity as against childishness. This, then, is what we need to aim for in the environments we create for our young people. Where the mother is a "whiner" or always complaining, where the father is forever giving up one job after another because of alleged "bad treatment," the young people in the home can scarcely be expected to grow into the fine vigor of a sturdy engagement with life. Living has to be a continuous kind of courage. It is, then, the obligation of adults to exhibit the sturdy courage that children can admire and love and imitate.

There Are Right Ways of Acting

Most characteristic of all—and most basically human in emotionally sound young people—is the sense that there are right ways of acting and wrong ways. Growing up in an environment of tenderness, they come to feel that cruelty is wrong. Growing up where people show respect for one another's person and property, they come to feel that there are

wrong ways of treating persons and property.

The sense of moral values cannot be wedged into a child by admonition. It has to come as the fine flowering of his experience. Cruelty in adults tends to beget cruelty in young people; insensitivity to human and property rights tends to beget insensitivity; dishonesty tends to beget dishonesty. This statement cannot, of course, be taken as an absolute; but it serves fairly well as a pointer. If we want young people to have a clear sense of values, moral and civic, it helps if we ourselves practice the values we preach.

Too often we are grim about moral standards. "You *know* that is wrong!" Or sentimental and teary: "Why do you break mother's heart?" Far better if we take moral values in our own stride, acting as if we liked to act the way people ought to act. If our own honesty is unforced, it will tend to become second nature in our children. If our own respect for property is simply taken for granted, it will probably, without fuss or feathers, become incorporated in the habit systems of our children.

Moral rules, we know psychologically, are not something to be brought in from the outside and on special occasions. They are simply the best ways to live our lives. Where the habit of living our lives in the best ways—best for everybody—is constant in all environments in which young people play their part, habits that deteriorate life are not likely to be formed.

Give and Take Are Important

Young people who are emotionally sound exhibit in their lives a great deal of give and take. They don't withdraw from the human race, don't hide away in furtive groups. They may form their "secret" societies, but the secrecy is harmless and episodic. Normally they

live broadly and happily with their fellows, young and old. They give and take in conversation at the family table; they join in family plans; they go out on family picnics. "Give and take" is the pattern of healthy life. It is the opposite of what we have come to call the authoritarian pattern, which is one of either being "leader" or taking orders. One of the characteristic distortions we find in the delinquent is in the area of leader-follower relations. The delinquent boy tends to have an exaggerated sense of leadership—he runs the gang—or an exaggerated will to submit to leadership.

Among emotionally healthy people this distortion of the leader-follower relation does not take place. There is rather the kind of give and take that makes every individual sometimes leader, sometimes follower, and most often equal among equals.

Too little attention has been paid to the health giving qualities of give and take. Where individuals learn to work and play and plan together most of the great moral lessons are learned and the great moral habits formed. The individual learns to know others as persons, to respect their rights, to yield when yielding is called for, and to take the initiative when taking the initiative is called for. In short, he learns the quite basic art of being a member of society.

Wherever we promote "give and take" relationships, therefore, we promote the kind of cooperating life that helps society to move *as a society* and helps the individual to be productively and happily participant in its ongoing life.

Time and Place for Privacy

One quality of special importance in the life of the emotionally healthy young person must be noted, for it is sometimes missed by parents, teachers, and the too-exaggeratedly social minded community

leaders. It is the wish for privacy. Every healthy young person wants in some way what amounts to "a room of his own." He wants to be permitted to be himself and by himself. He does not want his life everlastingly invaded. He wants time for his private engagements with life.

This is not the "hostile" privacy of the delinquent. It is merely the healthy will not to be too much pushed around by what comes from the outside. The young person has a life to build, and it is necessary at times for him to become quietly acquainted with himself.

The healthy young person does not hide himself away unduly. If that happens, adults should take notice. The healthy young person goes easily back and forth between a "life of his own" and a life with his fellows.

Idealism and Possibilities

Two other qualities in healthy young people need to be noted. One is idealism. The young person is not naturally a cynic. He has a spirit in him that reaches out to what is finer, better, more courageous, more heroic. He would like, if he could, to build a more perfect world. This is his best guard against delinquency, for the delinquent is a disbeliever in life and wants angrily to destroy it. The healthy young person not only believes in life but believes that it has possibilities to be much greater.

This young idealism is a delicate flower. It can be easily destroyed by the weary cynicisms of disillusioned adults. It can also, as we know from the tactics of the Communists, be exploited by those who enlist it for ends that are disguised as ideals but are in fact the farthest removed from the genuine wishes of the young idealist.

Profoundly important, therefore, for the maturing of the young person is an

atmosphere of confident idealism in home, school, and community. Young people need to live in homes where the talk runs easily to admiration of great deeds done, of the courage of faith, and of the tenacities of hope. They need to go to schools and colleges where the great visions of life have their place in the curriculum. Above all, they need to be in the fellowship of those whose faith in the creative forces of the universe is warmly alive.

Finally, healthy minded young people—because they are young and buoyant about an untried future—have a "sense of the possible." Life is not to them a dead end—as it is, too often, to many "dead-end kids." Life is open to their creative energizing. They go forth, then, welcoming the creative challenges. They are all set to put their stamp of newness on the world.

This sense of the "still possible" may be easily killed by the adults they live with: fathers who tell them bluntly that they will get over their silly notions when they grow older; mothers who shake their heads at new ideas. If we are to keep alive the courage of human adventuring in our young people, we need to keep it alive in ourselves—or at least not obtrude our deadness upon our children.

IT IS WORTH KNOWING WHAT EMOTIONAL health looks like in young people. Also, it is worth knowing that there is plenty of it. By and large, young people are psychologically sound. They want what is worth wanting. They have a basic respect for the things that are true and lovely and of good report; and they build their self-respect out of relationship to these. If we know the signs of the health in our young people, we can help that health to grow.

Different Agencies Work on Delinquency

Much has been said and written about juvenile delinquency. Because the need is so great to call all the forces together on the problem, Annie Laurie Peeler has excerpted quotations from a variety of sources to show the common needs and viewpoints. Mrs. Peeler is a teacher in the Training School, Memphis State College, Memphis, Tennessee.

THE PUBLIC HAS BEEN AROUSED ALMOST hysterically as it has been exposed to numerous articles and comments about juvenile delinquency, "America's number one social problem." In facing this dilemma, it has gone through the typical stages of shock, of fright, and of blame involving scapegoating. Also true to form it is now accepting the problem and tackling it intelligently with united effort so that desirable results should be forthcoming.

Harry L. Eastman, Judge of the Juvenile Court in Cleveland, Ohio: (1) "Attention is given for the first time, perhaps, to understanding and participating in the remedying of social problems. We note that there is a new focus in the interest of the public. To the usual questions, 'How much delinquency is there?' and 'What can be done about it?' is now added the inquiry, 'What is the community doing about it?'"

Ruth Strang, Teachers College, Columbia University: (2) "The responsibility for preventing delinquency rests on everyone in the community, not just on the schools or the parents or the social agencies. Everyone, including you, must do his share if we are to do away with this serious problem."

Children's Bureau Sets Goals

Philip Gordon Green, Director, Juvenile Delinquency Service, Children's

Bureau, Department of Health, Education, and Welfare: (3) Ten long-range goals for the nation in improving its methods of dealing with juvenile delinquency were outlined by Mr. Green upon taking office in the newly created division. The division will seek to help states and communities move ahead toward these goals:

1. At least one police officer with special training in working with juveniles in every community of 20,000 or more population. Bigger cities will need a specialized juvenile division.

2. Good detention facilities and services available to every juvenile court in the country, so that juvenile delinquents will not have to be detained with adult criminals.

3. Expert physical and psychological examination of each youngster in serious trouble, before courts decide what kind of care and treatment is needed.

4. All courts staffed with probation workers trained in social services for children appointed from civil service registers.

5. Juvenile court laws and practices that measure up to the standards recommended jointly by the National Probation and Parole Association, the National Council of Juvenile Court Judges, and the Children's Bureau.

6. Training schools for juvenile delinquents with complete programs of education, health, mental health, recreation, and follow-up and with one staff member for every 15 youngsters.

7. Training schools focused on the individual youngster, to help him find a satisfying, responsible role in the community.

8. All states to have at least one special

institution for emotionally disturbed youngsters, separate and apart from adults.

9. States and communities to have a well-established mechanism through which public welfare, health, mental health, employment, courts, police, training schools, and educational agencies serve children and youth in the prevention and treatment of juvenile delinquency.

10. Communities and states to make regular and comprehensive reports on what is happening to juvenile delinquents, so that they and the Nation can measure progress toward the goal of an irreducible number of youngsters who get into trouble with the law.

Schools Assume Responsibility

National Conference on Prevention and Control of Juvenile Delinquency:

(4) "Schools occupy a strategic position in the prevention and control of juvenile delinquency. They are concerned with the growth and development of all the children of all the people. They receive the child early and hold him for an extended period of time; their chief aim is to build wholesome and useful citizens; they are an enduring agency; and they are a vital and integral part of the community life in every state. Because of the school's position within the community it might well serve as the spearhead in an over-all attack against the many-sided problem of juvenile delinquency."

Samuel M. Brownell, U. S. Commissioner of Education: (5) "The school is related to juvenile delinquency in three ways: It may produce delinquency; it may help prevent delinquency; it may deal with delinquent behavior that is encountered within its walls. We need careful research studies to help determine what school conditions contribute most 1) to reducing the tensions which frequently cause delinquency, and 2) to building interests and satisfactions which will aid in avoiding delinquency.

"Four measures proposed to curb delinquency: To give each teacher a group

of students small enough so that she can know and teach them as individuals. The second measure is to provide adequately prepared teachers—persons who understand how to work with children and youth. A third measure is to provide some specialized staff to help teachers with the special problems involved in learning, recording, and interpreting his characteristics and his home and neighborhood. . . .

"The schools of this Nation, I am sure, will accept their share of the burden of preventing and reducing juvenile delinquency. For their work to be effective they must be a part of a cooperative and continuous activity of home, school, and community agencies. To all of us belongs the task of helping the schools increase their effectiveness in doing their share of the job, and upon all of us rests the responsibility for a cooperative community endeavor."

The Courts Speak

Philip B. Gilliam, Judge of Juvenile Court, Denver, Colorado: (6) "All too frequently, we encounter the idea in the community of a 'get tough' policy with children. Let them know who is the boss! Don't pamper them! Show them! There seems to be a resurgence of a vindictive attitude. As one judge has recently put it, such an attitude will mean that editors, preachers, politicians, budget-makers and what-have-you will say, 'Why should we spend money to coddle these kids? What we should do is whale the living tar out of them.' . . . To accept this sort of thinking is to wipe out 50 years of progress. I think that we must take a stand on this matter and exert every effort to hold on to the progress that we have achieved and continue to fight for improvement. The answer to the problem of the delinquent child, in my opinion, lies not in a reversion to the heavy use

of the rod but in a campaign for better facilities and more trained personnel to work with youngsters, bad as the youngsters may be. Did any one of us ever respond kindly and profitably to abuse and cruelty? Neither do kids. Getting tough is something that people do when they are frightened or when they can think of nothing better. Nor should this be construed to mean that discipline is out of the picture. It is essential—but a constructive discipline. I hope that we never lost sight of this basic philosophy of the juvenile court.”

George W. Smyth, Judge of Children's Court of Westchester County, White Plains, New York: (7) “. . . the juvenile courts are not primarily intended to formulate and direct community programs for the prevention of delinquency. That is the responsibility of other agencies and the community as a whole. Still the juvenile court should be able to exercise a strong influence for the prevention of delinquency by giving support and even inspiration to community efforts to deal with the problem, and by the effectiveness of the measures employed by the court to support homes, schools, churches, and others in correcting and controlling delinquency.”

Leonard M. Propper, Judge of Municipal Court, Philadelphia: (8) “If we were to take literally all we read and hear about the subject of juvenile delinquency we would come to believe that all juveniles are delinquent; whereas this is actually not the case. . . . I am heartened by the fact only two percent of our juvenile population . . . has been adjudged delinquent. This means that 98 percent . . . has not been in trouble with the law as yet and is therefore a potential good citizens' group and not a potential delinquents' group. This is the group which must be spoken to and must be made aware of its duties and responsibilities

to parents, school, and community in order that goodness and decency, rather than evil and crime, may prevail in this world of ours and in our future.

“The method of carrying on the so-called battle can be likened to the training of a good football team. A team can have the best plays ever conceived by the mind of a coach, but if the boys are not able to block or to tackle, they will never get a chance to use the plays because the other team will always have the ball.

“So it is with the fight against juvenile delinquency. Parents can want youth to grow up to be good citizens. . . . Ministers or priests can guide youth along the path of righteousness and holiness, teachers in well-equipped schools can give youth of their knowledge and can impress youth with the values of good sportsmanship and citizenship, and the community and your government can build recreation centers, boys' clubs, swimming pools and the like; but the blocking and tackling must be done by youth.

“Youth must have the responsibility in the long run for being good or bad juveniles or adult citizens. . . . All the teaching, all the preaching, all the equipment placed at youth's disposal, will go for naught if youth itself does not possess the courage to avoid those pitfalls which face it.

“As juvenile court judge I must give youth guideposts to help it acquire the courage, the desire and the good sense to remain with the 98 percent. For the sake of a better title I term these guideposts the Ten Commandments of Good Juvenile Citizenship:

1. Learn to respect authority.
2. Acquire worth-while heroes.
3. Use spare time to good advantage.
4. Take advantage of your opportunities.
5. Seek advice.
6. Become interested in the community.
7. Avoid temptation.

8. Apply yourself to the task at hand.
9. Go to church.
10. Prevent delinquency among others.

The final responsibility for being a good citizen lies within the person himself."

Youth Speaks

A "Chicago Youth Pledge" (9) drafted by a huge rally of teenagers sponsored by the *Chicago Daily News* will be used by a number of Chicago judges in the handling of juvenile cases. Text of the pledge written by the teenagers:

"I pledge—

"To respect my parents and act so as to bring them honor;

"To cherish my school, for it gives me the tools to think and work by;

"To keep out of trouble and help others stay on the right track;

"To serve God, to be a credit to my country, and to make my city a better place to live in."

Elizabeth Evans, a teenage student:
(10) "I wish someone would think of the 95 percent of us who *aren't* delinquents. Because we're here, too. And we're the ones who will be the scientists and the editors and the clergymen and the statesmen 10 and 20 and 30 years from now. We're the ones who'll be pushing most of the nation's baby carriages and growing its food and selling its shoes and making

its automobiles. We're the ones who'll be electing its leaders and filling its churches and, if necessary, fighting its wars . . .

"Well, I haven't taken any surveys or written any books or formed any committees. . . . But I am 17. I know what our generation needs, what we need more than laws or courts or recreation centers, more than better schools or better entertainment or better discipline—no matter how much we may need all of those.

"We need someone to believe in us."

Bibliography

1. *Annual Report for 1954*, Juvenile Court of Cuyahoga County, Cleveland, Ohio. pp. 3-4.
2. *Woman's Home Companion*, April 1955. "Facts About Juvenile Delinquency" by Ruth Strang.
3. *Federal Probation*, June 1955. "Children's Bureau Suggests Goals for Curbing Juvenile Delinquency." p. 72.
4. *Federal Probation*, March 1955. "National Conference on Prevention and Control of Delinquency."
5. *Federal Probation*, March 1955. "The Unique Position of the School in the Prevention and Control of Delinquency" by S. M. Brownell.
6. *Juvenile Court Judges Journal*, Winter 1954. "President's Message." p. 2.
7. *Juvenile Court Judges Journal*, September 1954. "The Fruitful Years" by G. W. Smyth. p. 24.
8. *Juvenile Court Judges Journal*, Winter 1954. "Ten Commandments of Good Juvenile Citizenship" by L. M. Propper. pp. 20-21.
9. *Federal Probation*, June 1955. "A Chicago Youth Pledge." p. 70.
10. *NEA Journal*, March 1955. "In Defense of My Generation" by E. Evans.

OUR KNOWLEDGE TO DATE ABOUT DELINQUENT BEHAVIOR WOULD SEEM TO JUSTIFY, from a teacher's point of view, the following conclusions about prevention and control.

First, people must be told that failure to understand a child bears no stigma, but failure to seek help does.

Second, the importance of the delicate task entrusted to the teacher in the first three grades should be recognized. The teachers should be given the help and guidance of specialists in behavior.

Third, whenever feasible, older people should be encouraged to sponsor the children who are having difficulties. There is no substitute for attention and affection.

Fourth, each school system needs a dependable person to coordinate community or civic plans for preventive work. . . .

Education is the slowest and least spectacular of all the tools of democracy. Its absence is also the most keenly felt and extravagantly paid for. The education of the very young especially should rest in the hands of the most secure and best trained of our citizenry.—JESSIE CHAMBERLAIN, teacher, Miami, Florida. (*Federal Probation*, June 1955, p. 45)

POLICE-TEACHER AMITY

As you think of policemen do you have a "tough cop" stereotype? What provisions are made in your community for police youth bureaus? Now is the time to find out and here is why as told by William W. Wattenberg, professor of education psychology, Wayne University, Detroit.

WORK WITH YOUTH IS BECOMING A recognized specialty within police forces, and police officers engaging in it are becoming better and better trained. In this respect, police departments now show a tremendously wide range. In communities where political corruption is widespread, all types of police work suffer. At the opposite extreme are other police departments where policemen and policewomen working with youth include some having college education with concentrations in sociology, social work, and child psychology.

Among the better police youth bureaus, officers are carefully chosen on the basis of their experience in working with youngsters as group leaders in leisure-time, organized services such as provided by the Scouts and the Y's. The selection process includes use of personality tests and interviews. After selection the officers receive continued training.

That this process is effective is indicated by statistical evidence. The author made a study of the dispositions of cases by one large police youth bureau. For approximately half the young folks contacted, the officers felt that the reactions of the child and his family indicated that the first experience as an "offender" would probably be the last. Accordingly, after a warning, they released the youngster. A follow-up study showed that in 80 percent of such cases, their judgment was correct. The boys concerned had no

subsequent charges lodged against them.

In the other half of the total number of cases, an assortment of dispositions was made. Most young folks regarded as potentially serious offenders were sent to Juvenile Court. Others were referred to clinics, or their families to social case work agencies.

The significant point is that the modern police officer can be a worthy partner in the important business of helping children grow up. In each school it would be wise for teachers and others working with youth to get to know youth bureau officers well enough to make a sympathetic appraisal of how they can help. Some officers they will want to use reluctantly and only in emergencies; others can be wonderful assets day after day.

What are some of the things the well-trained police officer can do in cooperation with schools or other agencies? Some problems which are brought for the school to solve are problems in the solution of which a teacher has little training but are part of a policeman's job. These, for example, are instances in which some child complains his property has been stolen. In other cases, a child has been injured on the way to or from school. Perhaps there has been destruction of school property. In a few schools, gangs may have organized shake-down rackets by charging other children a few pennies a week for "protection" against

being beaten up. In all of these cases, there is a problem of sifting evidence, and questioning suspects. Not only may teachers be inept in the questioning, but their efforts may wreck relationships needed to educate.

Take, for example, this matter of protection "rackets," which have been found to be unusually widespread even among elementary schools in "good" areas. A few boys, not always husky, terrorize weak ones by taking property or threatening injury in order to extract "loans" of five or ten cents a week. If the victim should complain to any adult, he is beaten up. This scheme works well. The author knows of cases where police follow-up of a single complaint unearthed payments extending over two years by a score of victims.

Schools find situations like this very tricky because teachers cannot protect the complainants from reprisal. Children suspect this, and do not come forward with evidence. The result is that on the way to or from school, a large number of youngsters are learning unfortunate lessons. The operators of the rackets are confirmed in their feelings of power. The victims receive a vivid lesson in the presumed immunity of lawlessness. Indeed, their own ability to use violence appears to be their only safety.

In what appears to be a conflict of force, the police can protect witnesses. Their power to arrest and to have the courts legally detain has brought offenders to light. This done, schools can employ their machinery to work with parents and guide children in drawing lessons from the whole chain of events.

Too often in other types of theft, the young culprit is a child whose conduct is an expression of emotional difficulties. It may be essential that teachers work with him on a basis of help and friendship. This type of relationship takes a

long time to develop. It can be spoiled if the teacher shifts roles by "playing the cop." The effect may be even worse if the disturbed child, although innocent, has to be dealt with as a suspect. The well-trained police officer can do the job of detecting and questioning without stepping out of a helpful role to youth.

Interestingly, the youth bureau officer can be of real assistance in cases where there may be a problem of getting parents either to bring a child to a clinic or to get help from a social casework agency for their own marital problems, which may be contributing to a youngster's difficulties. If the child's problem conduct includes behavior which is legitimate police business, a police officer's interest may have an impact upon parents who have shrugged off suggestions from teachers or school social workers. To many adults, teachers and psychologists are "soft"; a policeman is "tough" and "realistic." Also, he may be able to express ideas in familiar language to parents who resist the more middle-class terminology which most teachers employ. As part of a team making referrals to other community agencies, the police can be invaluable.

The police also can aid in action to prevent the outbreak of fights which might occur on the way to or from schools. Their presence at dismissal time can be a salutary influence. The author has watched such arrangements in a school serving an area mixed as to race. Although relations among youngsters are generally amicable there is always the possibility that if two boys of different skin color were publicly to use their fists to settle an argument, either teenage or adult onlookers might take up the dispute. For eight years the principal has relayed to the police information when teachers reported a fight in school. On those days a squad car would be present at dismissal. In an area where racial



Photo by Margaret Adams, Lakeville School, Great Neck, N. Y.

The teacher needs to maintain carefully built relationships, leaving interrogations to policemen.

friction had once been near the exploding point, there has been a steady reduction of tension.

Communication with the police is a two-way process. No sooner is it established than the youth bureau officers will begin providing interesting and revealing facts about youngsters. They know that in many cases school failure is one factor in the interacting pattern of forces responsible for a boy or girl moving toward delinquency. Once assured of a friendly hearing, they will come to the school to find out more about some child whose actions in the community worry them. In doing so they will often supply key information relative to the youngster's home, associates, and attitudes. This information may point the way to the

school's paying more attention and adopting a better program for helping children headed toward delinquency.

It is essential to realize that the school's role in delinquency is a mixed one. Although for many young folks the influence of school is to counteract delinquency, this is far from being always true. There are numerous instances where pressures generated in the classroom have added to a youngster's troubles sufficiently to lead to anti-social acts. If school is to be of maximum effectiveness in combating delinquency, it needs allies. A police youth bureau can be of major assistance. Friendly relations between police and teachers can aid both, for the benefit of children.

The Challenge of Broken Pieces

A minister, J. Ernest Somerville, Central Park Presbyterian Church, Birmingham, Alabama, tells what he feels we can do as we look at the problem of juvenile delinquency.

"THE CENTURION . . . COMMANDED THAT they which could swim should cast themselves first into the sea, and get to land: And the rest, some on boards, and some on broken pieces of the ship. And so it came to pass that they escaped all safe to land." Acts 27:43-44. The quotation is from the story of the shipwreck near Melita during Paul's journey to Rome, but let us use it metaphorically. Those who can swim should first cast themselves into the sea but some only make land on broken pieces of the ship. The problem of juvenile delinquency is the challenge of broken pieces, probably the most serious challenge facing this nation today. Where did our sense of values break down and how can we begin to repair them?

On the Island of Guernsey there is a beautiful mosaic chapel, a thing of joy to behold. On close examination one discovers that it is made from broken bits of glass, earthenware, the contents of the rubbish heap. Years ago a saintly man arrived on the Island to discover the unsightly collection of broken bottles. With patience and by love through the years he made out of the broken pieces a thing of beauty. Sometimes the broken pieces are just left lying around to mar the scene; sometimes they are used to reach land; sometimes they are made into something of lasting beauty.

This is essentially the message of the Christian Faith, glorious, shining hope to broken lives. Those who can swim cast

themselves into the sea but some make land on broken pieces of the ship.

How Does It Happen?

Perhaps some diagnosis must precede any attempt at cure. Have you heard of the traveler who came to a crossroads only to discover that the signpost was lying uselessly on the ground? How was he to know which of the three possible roads to take? A few moments brought the solution to him, for although he did not know the right road to go, he knew the name of the town from which he had come. All he had to do was to get that arm pointing along the road he had already traveled and all the others fell into place. The whence determined the whither. It could be that if we can discover something of the breakdown of values and of the lives of young people that the way to begin rebuilding might be clearer.

The degeneration of the moral fiber may start very simply and spread very rapidly so that the upstanding youth of promise becomes another of the sad spectacles of our courts, juvenile and otherwise, seemingly ready only for the scrapheap, one more of the broken pieces.

What is the upright man? Perhaps a renewed study of the first Psalm might not be a bad idea.

There a picture of the upright man is given, negatively first, then positively and, surely the challenge of broken pieces is the challenge to build upright men. It needs to be said again that the upright man is the godly man; that morality without religion is a dead morality; that there is really no such person as the one who is supposedly a good, decent citizen with-

out the foundation of religious principles. Clergymen are always hearing of such a person, Mr. X who lives in the community and is a really good man but has just never had much time for religion. Sometimes the further insult is added, "The Church needs men like that." Does it? Would it not be truer to say that they need the Church? Anyway, I have still to find this mythical creature. More and more I become convinced that the truly upright man is always the man who does found his life on religious principles. He is the godly man.

The first description of him in that first Psalm is a negative one that tells of what we might call the progressive regression to ungodliness. He walks in the counsel of ungodly men. Bad company. We have found several euphemisms for that. We call it seeing the world, or getting to know a bit of life. It could be illustrated a thousand times over in the case book of any juvenile court judge. It is the story of the young fellow who gets in with a bad crowd. At first he is not in on their badness, just on the outskirts. It will not be long. So much depends on the influences we permit to enter our lives, the exposure that we allow. The parents who think that they are being very modern in allowing their children to get to know life for themselves need to think of this business of exposure very seriously. I serve each week on a television program called "What's Your Problem?" One of the questions we had recently was whether we thought that modern parents were overprotecting their children. Of course it would be wrong to do so but surely just as wrong, or at least foolish, not to protect them enough.

If they begin to walk in the counsel of the ungodly it is not too long before they are standing in the way of sinners. This is usually only a temporary condition on the downward path, for we are

never long at a standstill either mentally or morally. The last stage is to sit in the seat of the scornful. This is perhaps the very throne of ungodliness. The cynicism of many delinquents is one of their most disturbing factors. Yet perhaps it started as something that their parents thought was "cute." So anxious were the parents to have "smart" children that they put adult words into their mouths almost as soon as they could talk, and even enjoyed it when the youngsters learned to sneer at fairy tales or Santa Claus or any of the wonderful romances of childhood. Such parents are not helping their children to grow up but rather only robbing them of wonder and starting them on the road to the cynic's chair. It is regression; walk, stand, sit.

Sad to say, some of that cynicism has spread even to the teaching profession. What could be worse than a cynical teacher, unless it be a boring teacher? There must be some of those, too, or how else account for the number of young people one meets who find history boring or the classics dull? It takes a peculiar kind of genius to make, for example, Shakespeare dull, yet apparently it is being done.

I am really very much an amateur in this business but it seems to me that the breaking in pieces of young lives almost always comes from a lack of balance. They have too much money given to them or too little. In either case they never learn its value. They get too much adventure or too little. Even, it must be said, they have had too much religion or too little. For it is just as bad to force it as not to offer the opportunity at all.

What Can We Do?

How can we begin to mend the broken pieces, make of them something worthwhile? A negative attitude is never enough and the first Psalm does not leave

us with merely that. The upright man is the one who meditates on the law of the Lord day and night. This means more than daily Scripture readings, though that might not be a bad place to begin. Rather it is the description of one who has the law of the Lord in his heart, bears it with him into every area of his living, and lets it be the motivating power of his every activity. We need to teach our children the categorical imperatives again, that there is such a word as "ought" in the English language, to give them a sense of authority.

The upright man is like a tree, says the Psalmist. He has roots. Our young people need roots in home and Church and faith. Like a tree by rivers of water he has resilience. He is not brittle to the winds of adversity that may blow. The chaff is driven away; the brittle man breaks in pieces; the godly man bends with the wind. He bears fruit, for his life is productive of good works, and he accomplishes that for which he was made. All this because, like the tree by rivers of water, he has a constant source of nourishment. He draws from the love that surrounds him in his home, his church, his school—all expressions of the love of a Father God.

Only those who know that secret themselves can even begin to answer the challenge of broken pieces. Kipling's "Recessional" was picked out of a wastepaper basket where it had been discarded as useless. Helen Keller was given only broken pieces of equipment to start with. Many of life's loveliest things have come

from broken or discarded pieces. This is the challenge of juvenile delinquency. No case is ever hopeless but often an infinity of patience and understanding is needed. Man is at his highest in the attempt to understand his fellowmen. On a poet's grave in New Zealand this poem is carved:

Not understood,
How many hearts are breaking
For lack of sympathy, ah day by day,
How many lonely cheerless hearts are aching,
How many noble spirits pass away,
Not understood.

Oh God, that men would see a little clearer
Or judge less harshly where they cannot see.
Oh God, that men would draw a little nearer
One another, they'd be nearer Thee
And understood.

To understand is to forgive and to love and so to fashion beauty out of broken pieces. You remember the story of the auction room where a dusty violin with broken strings lay discarded on the table. At last the auctioneer offered it. "What am I bid? One dollar. Two. Three." Then from the back of the room came a man through the crowd. Without a word he lifted the instrument and adjusted the strings. Lovingly he tucked it under his chin and, drawing the bow across the strings, brought from it the very soul of melody. He laid it again on the table and, as silently as he had come, left the room. "What am I bid? One thousand dollars. Two thousand. Three." The moral is obvious. What had made the difference? Just the touch of a master's hand.

BLESSED IS THE MAN THAT WALKETH NOT IN THE COUNSEL OF THE UNGODLY, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

But his delight is in the law of the Lord; and in his law doth he meditate day and night.

And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.—*Psalms* 1:1-3.

Do Children Need *Preschool Experiences?*

What are the values of preschool experiences for developing interpersonal relationships? How can the preschool program be planned for optimum social development?

WHAT PEOPLE DO TO PEOPLE IS THE most important thing in the world. There would be little need for wars, there might be no crime if each person held supreme respect for the needs and opinions of others, and felt that he himself was right with the world.

Although this dreamy ideal may never occur, we are becoming aware that the road can be paved only through satisfactory interpersonal relationships which lie at the roots of human motivation and behavior. When children are secure within themselves, they learn faster in school and are alert, eager, and helpful citizens.

Since socialization is learned behavior, experienced, competent, and understanding professional handling is a key toward assuring proper social development of our children within our culture and its diverse communities. If the relationship of each individual with each other individual, as shaped by the concept of the self, is more important to us than anything else, why leave its development and course of growth to chance? Lessons on "how to get along with thy neighbor" are learned most efficiently and satisfyingly under skilled teachers.

Why So Early?

The time in life for this learning to take place lies between the periods when a child has become self-sufficient enough

to be able to leave the home for short periods of time and when he must enter standard, formalized curricular training. At about age 3 a child will have developed enough motor control to handle his body in other than the home environment, and can take part in growth activities encountered in group life. Also at this age the security system is normally flexible enough to be capable of including adults outside the home for short amounts of time. From the beginning of life every person exhibits in one form or another the urge to be himself. Satisfying the urge should begin at the age when a child can first leave his home.

We observe that children around the age of 3 are interested in people, and especially in other children. The joys and sorrows of the young child concerning material objects seldom carry the emotional impact of a happy or sad relationship with another person. Teachers can capitalize upon this natural interest if the child is in a group situation.

Another force is the urge to participate in physical growth activities. Satisfactory growth requires not only energy, but constructive outlets for ever-increasing energy reserves. There should be unlimited opportunities to run, hang, climb, and swing by the hands with other children to whom adjustments are constantly being made.

Of utmost importance in the young child's make-up is his readiness to accept

Orlo R. Chamberlain is director, the Rye Home School, Rye, New York. His son and co-author, Robert R. Chamberlain, is an instructor, Reading Institute, New York University, N. Y.

direction from adults as well as from surrounding social pressures. During the years before kindergarten age, children are able to behave in acceptable ways even though to do so may be contrary to their momentary inclinations. They hold no grudge and harbor no resentment toward an accepted authority figure. The young child has this straightforward attitude which diminishes as he grows older. The greatest ease of direction, and benefit therefrom, is obtained before our law-established school age.

A major importance of preschool, then, rests on the child's desire to learn to become himself, and to express himself as a worthwhile free agent, his overpowering interest in other children, his urges for physical activity, and his readiness to accept directions.

Program Considerations

The program in different schools must vary according to the need in that community and according to the children served. We can nevertheless consider some ideas which lie behind the planning of a suitable program of social teaching for the preschool.

First, any worthwhile program must have its objectives and policies clearly defined and available to teachers. The use of the school plant, equipment, and teaching methods should be planned to contribute to the accomplishment of the stated school purpose.

The child must first feel a security with one teacher who offers a warmth of feeling and who, in sufficient part, replaces the parent figure.

The need for physical activity is part of the growth urge. Limitations placed upon activity by the school can be held to a minimum if the children are free to move about. When they can come and go as they please and do not interfere with others, children will satisfy activity

urges better than if we planned how, when, and where they shall exercise.

Many primary teachers say that children beginning in school do not have self-direction during free time. Here is another area for planning and teaching in the preschool program. When the children are not directed in their activities, but are helped to choose what they shall do, they soon develop an "eye" for what to do next. Children who are continually directed lack imagination and cannot continue for even a short time on their own.

Through free activity, under close supervision, and with frequent correction, children also soon learn their rightful sphere of influence: those decisions which are theirs to make and those which are not. Knowledge of "choice boundaries" adds to confidence and security in the outside world, and contributes to the maturity we call "knowing their way around."

In order to confirm knowledge of boundaries children should be given ample opportunity and encouraged to make a multitude of choices. To build a house, to play with a friend on a wagon, to run in the "woods," or to sit quietly are some of the choices facing the child. They should be made through self-choice and not adult direction. Whether or not a sweater should be worn outside or whether someone is encroaching upon the rights of others should be decided by teachers. When this is learned, confidence takes the place of uncertainty and the child may then turn his attention to gratification of needs through sharing and cooperation with members of the group. At this point in learning how to get along the child really begins to realize his capacities for achievement in a social world. A plan for the preschool must include provisions for a multitude of choice-making situations so children can

begin to gain the satisfaction of independence and ability to handle freedom.

Specifics for Social Teaching

Since positive correction is mainly desirable, we first point out the undesirability of the act. We can implant the idea that it is all right, though, provided permission has been asked and granted by the person upon whom the act is to be committed. The misdemeanor becomes *not asking first* rather than the act itself. Here we are demanding that a child *does do* rather than *does not do* something. Ask: "Did you ask the little boy if he wanted to be kicked?" and then insist that it be done always.

Another principle is the re-direction of a child's attention in a variety of situations. If someone falls down, you can marvel at the cleverness of the trick and want to see it again. The incident is forgotten, often without the shedding of one tear.

The re-direction of attention can also be used to promote social consciousness. When a child falls others may be enlisted to help him up and brush him off. Soon children will flock to the scene and help without outside suggestion. The principle to keep in mind is that other children must be added to the situation and that the teacher is secondary. The children's attentions are always directed to one another.

Use of Equipment

With pieces of equipment that are moved only by more than one child, the necessity for cooperation and communication arises. Hollow logs, for instance, necessitate greater and more agile physical adjustment as well as added communication. Lack of specialized design will allow more variety of activity per piece than a toy telephone where the

nature of design limits use to just two.

But most important to the program is the *use* made of equipment. To hand a large piece of clay to one child who must then share with others is better than having a central supply in a jar. Newcomers are directed to the children who have clay. Social skills are learned in this situation.

The use of food at mid-morning is the most potent social tool the school has. A mid-morning lunch brought from home is the greatest stimulator of happy emotions, and is used in sharing, trading, and joyous expression. Here again children must be free to choose their friends, to move about, and to adjust their environment to their liking. To teach custom or etiquette is not the real purpose for the mid-morning snack.

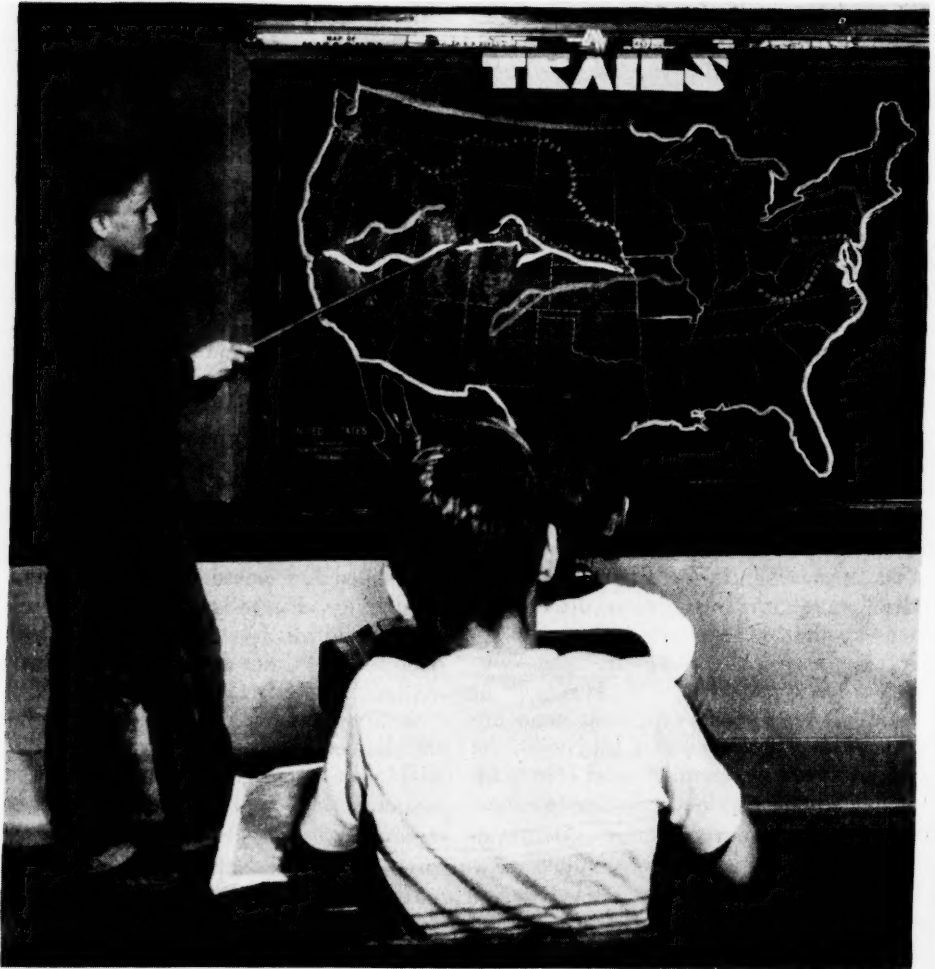
In Summary

Specific activities and time allotments cannot be specified for all schools. But there are purposes and principles for the preschool that should underscore the program.

- The school should maintain a clearly defined objective, and policies for attaining it, although the teachers should be responsible for its actual operation.
- The program should not be closely time-scheduled, but should give freedom of activity. Limits upon behavior are maintained for the protection of the children and to further development of social skills.
- The preschool is best used for the development of security, initiative, individual capacities, social consciousness, responsibility, and joy with the self and group. It is *not* designed to usurp the program and intentions of the kindergarten, but rather to give children the experiences in the reality of happy social living.

By MARGARET P. AMMONS and
JOHN I. GOODLAD

Time, Space, and the Developing Child



Courtesy, Kansas City, Mo., Public Schools

"WHEN AND WHERE SHALL I MEET you?" is a commonplace query among adults. Commonplace though it is, the question nonetheless demands a personal orientation to time and space.

Much of our daily thinking requires such simple time and space conceptualization that our responses appear as part of conditioned reflex. Our minds quickly gauge the time needed for completing one activity and beginning another 30 miles away. Probable traffic conditions at that hour of the day quickly come to mind in determining whether one hour, two hours, or more will be required. Many people adapt themselves just as readily to schedules that demand spanning continents in a matter of hours.

But not all time-space orientations are as simple as this. Most people hesitate, and some are completely frustrated, in trying to decide whether hours are added or subtracted in moving from east to west across time zones. The exasperation of the frequent traveler because of local variations in daylight saving time knows no bounds. And the avid reader of historical fiction faces complex problems of time and space (if he cares to think beyond intricacies of central plot). Were printing presses in use when Richard was crusading in the Holy Land? What was going on in America when the Spanish Armada had its come-uppance? Trying to relate chronological facts to several places simultaneously poses unusually difficult hurdles.

It becomes evident that we are successful in our time-space conceptualizations to the degree that we have various kinds of chronological and geographical markers to guide us. In daily living we are guided by space markers such as street signs, tall buildings, vacant lots, and so on, and by time markers such as daily schedules, how fast our cars travel, and the meaning of minutes and hours

Margaret Ammons is a teacher in Atlanta; John I. Goodlad is professor of education, Emory University and Agnes Scott College, Emory University, Georgia.

to us. These markers are clear to us because they are part of daily experience. But we are quickly moving out into areas of demand for which we have few markers. Soaring in a few hours over territory once covered by Lewis and Clark in many months, our minds can't cope with the contrast. We turn in relief to the local news in the paper picked up at the "home" airport or settle into a doze that makes all such difficult thinking unnecessary. The farther we get away from our own direct experience, the more difficult and the more erroneous our conceptualizations of time and space tend to become.

And What of Children?

How difficult it is for us to appreciate the gropings of the child seeking to establish himself somewhere at some time! He scarcely knows his way around the neighborhood before we are flitting outward to China, Peru, and the Virgin Islands and backward to Columbus, Magna Carta, and Alfred the Great. Perhaps we will be more realistic with him when we are more understanding of the relationship between our own time-space inadequacies and the limitations of our experience.

What is time to a child? At 3, "we'll do that tomorrow" is next door to never. At 6, "next Christmas" is a lifetime away. At 9, a year is summer—sun and water and snakes and bees without end.

And what of space to a child? Have you ever gone back to where you went to school as a small child? The distance from home that seemed interminable turns out to be only a few blocks. The basement that permitted a roomful of boys and girls to play "puss in the corner" is a dingy little cube of concrete.

Little children can walk a million miles in an afternoon. Each knows at least one person a thousand years old. And even youngsters in early adolescence consider any age over 20 as "pretty old."

Children aren't born with clear perceptions of time and space. They seem to relate themselves to the when and where in a developmental sequence. The infant learns through experience that this hand and this foot are connected and are in some way part of what he comes to perceive as his own physical self. The 2 year old returns to his own home after a two-week vacation with his parents and identifies it as "home home house," a special place of certain dimensions in his experience. The 6 year old knows that it takes so many days to get there in Daddy's car. And so it goes until the young adult's perceptions become as one with the stereotypes of time and space that have come to be accepted by us as reality. But the adult perceptions of today's 2 year old will be quite different from those we now hold as adults. Otherwise, his contemporaries of 1976 will describe his adult behavior as anachronistic. The passage of time changes man's perceptions of time.

We face the challenge of guiding the child into those experiences most likely to facilitate steady growth in time and space conceptualization adequate for the demands of living now and later. The task is complicated by the fact that conceptual extensions forward and backward in historical time and outward in geographical space must occur without benefit of direct experience. In fact, even the kind of vicarious experience provided often is too far removed from here and now to be meaningful.

Central Issues of Curriculum

The creative teaching act demands for its fulfillment a unique and momentary

blending of learner, something learned, and appropriate processes of learning. The kind and permanence of changes produced in the learner depend upon the number of such moments experienced.

Let us assume that the process involved in learning a concept is different from the one involved in learning a motor skill. Something different happens when we relate ourselves to the distance between China and us than when we flex the right muscles for throwing the ball through the hoop. It is likely, then, that the teacher should seek to arrange the learning setting somewhat differently in each case.

Let us assume, too, that conceptualizing about the distance between two telephone poles is less complex than conceptualizing about the distance between North and South Poles. We have already assumed that maturity of the learner profoundly affects readiness for profitable exposure to specific time-space concepts.

Putting these three assumptions together, we see that teaching justifies itself when the content brought to the learner and the process through which learning is guided are more appropriate to the child's readiness than they would have been without the school teacher. In other words, teaching must improve upon nature, cause nature to operate more effectively, or then the educational effort is misdirected.

Curriculum organization and instructional method designed to help the child relate himself to time and space depend heavily upon answers to two specific questions:

- What conceptualization about time and space is possible for most children at specific maturity levels?
- What teaching-learning procedures are most appropriate to children's internalization of time-space concepts?

Research and theory, while suggesting

certain desirable directions, indicate that we are far from clear on the answers to these questions.

Disagreement in Research

Analysis of viewpoints expressed in the educational literature shows lack of agreement on the best time for introducing history and geography. Coleson argues for introducing instruction earlier than is currently common: (4:149)

It became apparent . . . that one of the prime requisites of effective geography and history teaching was an elementary knowledge of place geography, if you want to call it that. The early work, begun in the fourth grade, exceeded the demands of the usual "journey geography" and was taught and memorized in odd times on pure drill principles, but keeping the work on the play level. In view of the current trend of delaying formal geography with maps even longer than has been the practice, this will seem too soon to many. It is also out of line with the persistent belief that our failure to get across any geography is that we start too soon. It is the writer's opinion that the famous Fabian tactics of delay have been sadly overworked here: the adults tested by Gallup could have learned if anyone had taken the trouble to teach them somewhere along the way or even made it seem important for them to know a little along this line.

Barton takes the position that geographic thinking is present in children even in the lower grades and should be nurtured ". . . until the individual is able to think in terms of world-wide spatial relations and complex geographic patterns and associations." (2:20) Preston sees the possibility of enhancing space conceptualization by extensive use of globes and maps during the first three grades of school. (12:219)

Brigham cautions against carrying the child too far away from the here and now too soon and too fast: (3:426)

I have no criticism of foreign journeyings as material for sound use in the fourth grade . . . Let us, however, save a space here for

what is at our front door. Into the near and seen let us try to put as much novelty and surprise as the faraway things offer, giving the children the meaning of what they see. This caution, I think, is needed in the present crowded programs from grades four to seven.

Parker has identified seven levels of complexity in geographic instruction, the least complex of which, she feels, is within the comprehension of pupils in the fourth grade. (10:167) But the readiness of these children for such instruction does not obviate the fact, says Mitchell, that children live in a geographic environment from their early years. She feels that a definitely planned program in geography for children from 4 to 6 years old is desirable. Such a program should help the child to become oriented in his neighborhood, giving him the foundation for map-making and locational geography. (8:232)

In the research realm, Oakden and Sturt report that the growth of knowledge of conventional time—such as time of day and periods past and ahead—is a slow process. Early perceptions are noted in children as young as 4 years and carried forward in a developmental sequence, reaching adult level at about 13 or 14 years. (9:334)

Pistor equated two groups of sixth-grade children, with over 300 in each group, on the basis of general intelligence, reading ability, and school achievement. Mental age ranged from slightly less than 10 to nearly 13 years. Using a battery of Time Concept Tests, he discovered: (11:111-12)

To the degree to which the tests are valid and reliable, the results of the experiments show that training in history and chronology had no effect on the acquisition of time concepts of children between the M.A.'s of 10 and 13, when such training was given in grades four, five, and six. Because it is impossible to isolate out-of-school education influences, it cannot be said that the time concepts were acquired only through maturation.

The factor of maturation rather than that of directed learning seems to be the more important one.

Ammons equated two groups of fourth-grade children. One group, selected for another study, used special reading material during the preceding three years. An unusually heavy-burden of geographic content was included. The other group came through the usual curriculum, relatively barren of geographic content during the first three years. A test seeking to get at the development of the geographic space concept was administered. There were no significant differences between the groups in regard to the development of this concept as measured by the test used. (1)

There are a number of other studies available which, while having considerable bearing on the teaching of geography, are not so clearly related to the space concept itself. For example, Shyrock concludes from her studies that all map work except that of the simplest kind should be deferred until the fourth grade. (13:182) Lord found that even children in grades five through eight do not have a well-generalized notion of the cardinal directions. (7:486) Jersild found only small percentages of children from age 8 to 11 able to respond correctly to questions concerning the direction of the rising sun, the position of the setting moon, the direction of the Rocky Mountains, and the length of time it takes to walk a mile. (6:395)

In a different type of research, the documentation of what actually exists, Gesell presents an interesting picture of the child's developmental sequence in space conceptualization: (5:425-26)

Held in his mother's arms at the age of 1 year he wriggles to get *down*; he gestures to be taken *up*. At 2 years he has an expanding vocabulary of prepositions and place words. At 3 years he has a definite sense of destination. At 5 years he likes to make a simple

map picturing a road which goes somewhere.

This is prophetic of an almost revolutionary reorientation which gets underway at 6 years. At that age he is still the center of the universe, but he is less space-bound, and takes a new and rangy interest in the sun, his own planet, and other heavenly bodies. At 7 years he is interestedly aware that there are other places than those just "right here." At 8 years he has a new awareness of foreign lands. By 10 years he has a fairly comprehensive feeling of the earth as his home, the points of the compass, the significance of parallels of latitude and longitude . . . He is spatially oriented to the basic geography of his world.

An analysis of these paragraphs from Gesell serves to sharpen the teacher's dilemma. Gesell shows what *is* at a given stage of development; he does not show us how it came to be. How much of what a child is at 7 is the unfolding of what was meant to be? How much is the result of instruction changing the course of or adding to what might have been?

Implications for the Curriculum

Early definition of the social studies (*circa* 1937), implied the adaptation of content in the social sciences for instructional purposes. There is little indication of direction for such instruction here and one would expect the mastery of social science content to be uppermost. Emphasis on the ordering of such content into instructional units for the grades leaves out too much of what this article has identified as basic to the creative learning-teaching act. Little wonder, then, that teaching for mastery of facts would follow and that children's conceptualization in time and space would be little enhanced!

Later definitions of the social studies (*circa* 1950) implied primary concern with problems of human relationships and utilization of *any* content appropriate to the solution of such problems. These definitions imply direction for instruc-

tion. We no longer see time and space as generalized, abstract concepts presumably emerging from the mastery of historical and geographical facts. Rather, time and space are realities that make a difference to both the kinds of problems in human relationships that one faces and how one deals with these problems. The problems faced in Fargo, North Dakota, in 1880 were different from the problems faced in Atlanta, Georgia, in 1880 just because one lived in the north central instead of the southeastern part of the country. And the problems in Fargo in 1880 were even more different from those in Atlanta in 1950 because of both time and place differentials.

At a very simplified level, we see instruction in the social studies designed to foster meaningful orientation to time and space involving the following:

- An understanding of the problems faced by human beings simply because they chanced to live at a certain time in a specific place;
- An understanding of what living then and there, in contrast to here and now, demanded of man's creativity if the forces of then and there were to be managed;
- An understanding of what man's success in managing these forces, in contrast to his successes since that time in various places, meant for the pursuit of individual happiness and the advancement of human culture.

Such an orientation to the social studies suggests an approach quite different from the mere exposure of children to an increasingly complex array of facts. Placing great leaders of the past at a specific time becomes less important than reconstructing the human story of his time. Learning the distance around the globe becomes less important than relating

one's self to life on the other side of the globe. Historical time and geographical space are not neglected in such an approach but are allowed to fall into place conceptually, so to speak, in the child's developmental sequence.

By living vicariously in other places and at other times, the child may be expected actually to begin to *feel* the difference it makes to live someplace else than here at some time other than now. In such a learning environment, his natural drive to orient himself in time and space finds expression and fulfillment. The ability to conceptualize about time and space matures.

Bibliography

1. Ammons, Margaret P. "The Development of the Geographic Space Concept at the Fourth Grade Level: The Effect of Prior Instruction in Some Specifics of Geography." Unpublished master's thesis, Emory University, 1955.
2. Barton, Thomas F. "The Sky's the Limit," *NEA Journal* (Jan. 1953), 42:19-20.
3. Brigham, Albert Perry. "Geography for Children," *Journal of Education* (Apr. 20, 1931), 113:425-27.
4. Coleson, Edward. "Teaching Locational Geography on the Elementary Level," *Journal of Geography* (Apr. 1952), 51:147-51.
5. Gesell, Arnold and Frances Ilg. *The Child from Five to Ten*. New York: Harper, 1946.
6. Jersild, Arthur T. *Child Psychology* (3rd ed.). New York: Prentice-Hall, 1947.
7. Lord, Francis E. "A Study of Spatial Orientation of Children," *Journal of Educational Research* (Mar. 1941), 34:481-505.
8. Mitchell, Lucy S. "Geography with Five Year Olds," *Progressive Education*. (Nov. 1929), 6:232-37.
9. Oakden, E. C. and Mary Sturt. "The Development of the Knowledge of Time in Children," *British Journal of Psychology* (Apr. 1922), 12:309-336.
10. Parker, Edith P. "Major Conclusions to be Drawn from the Investigations," *The Teaching of Geography*. 32nd Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1933.
11. Pistor, Frederick. "How Time Concepts Are Acquired by Children," *Educational Method* (Nov. 1940), 20:107-12.
12. Preston, Ralph C. "Implications of Children's Concepts of Time and Space," *Social Studies* (May 1945), 36:218-19.
13. Shyrock, Clara M. "Gradations in Map Learning," *Journal of Geography* (May 1939), 38:181-87.

. . . In Denmark

Here are some facts on child welfare and protection in Denmark in regard to the nursery school. They were gathered by the O.M.E.P. Danish National Committee.

THE FIRST STEPS TO START INSTITUTIONS, where young children could spend the day hours outside their home, were taken in Denmark between 1820 and 1830, and the first asylums for young children opened in Copenhagen in 1828 and 1829. These institutions which were followed by other similar institutions in different provincial towns were set up to help the poorest parts of the population in cases where the mother was unable to take care of the children because she was working outside her home.

Institutions for young children run on the educational principles of Froebel were—with a single exception—first started in Denmark about 1900.

Since then there has been a steady and considerable increase in the number of institutions for young children, which are open in the day hours on working days, especially after 1919, when the institutions were entitled to receive state subsidies to their work and after 1945, when the rules for state subsidies were established and rules given about subsidies from the local municipality.

A very considerable help for the opening of new schools has been the possibility of very cheap loans founded on the act of the promotion of housebuilding.

In Denmark the term "børnehaven"—a literal translation of Froebel's "kindergarten"—is applied to any institution devoted to early childhood education, although these schools are intended for children from two and a half to 7 years old, at which age the ordinary school education sets in, and the children usually spend the whole day in these nursery schools because their main purpose is of a social nature.

On March 31, 1953, there were 813 approved institutions for child welfare and protection with places for 35,487 children. There were 92 not approved institutions with places for 2640 children.

Time, Space, and Teachers

The open hours for the nursery schools are very different. In the approved nursery schools

there are 9 hours or more per working day in at least three-fourths of the schools. In a number of these schools there are also children only in the school for 4-5 hours daily.

The majority of the nursery schools not approved are open only 4 hours every weekday.

We prefer small institutions to big ones and it is also the ideal in this country to keep the groups within any particular nursery school as small as possible.

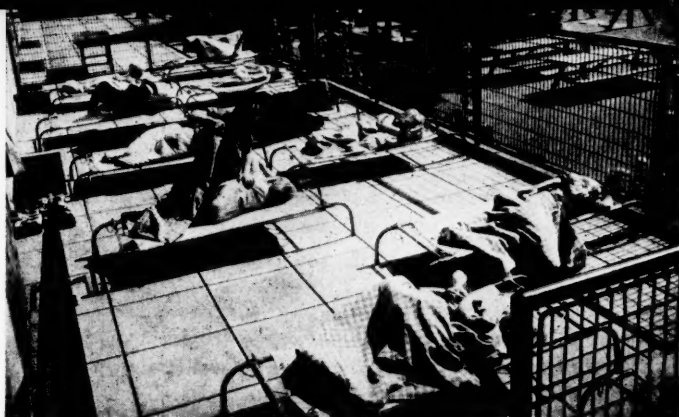
On the part of the authorities it is contended that nursery schools should not be too large because it would then be impossible to create a homelike atmosphere. The rules for the construction of new institutions have stated that the groups in such institutions shall not have more than 20 children, and as far as possible there shall be two rooms for every group. The groups of youngest children (2-3 years) ought not number more than 15 children. There must also be a cloakroom, lavatory with wash basin and toilet, and a room which can be used for isolation of a child in case of sickness.

The number of trained nursery school teachers is computed on the basis of one trained teacher to each 20 children. Seeing that nursery school teachers work seven hours a day, actually one teacher is to be appointed for each 13 children, if the opening hours of the institution are about 10-11 hours daily.

The work for child welfare and protection in Denmark is under the authority of the ministry of social affairs. There is a special state-inspection with all institutions for child welfare and protection. This Chief Inspection has to prepare all propositions to the ministry, e.g. concerning the approval of new institutions, new leaders, or new premises. The inspection takes place through inspectors at least twice a year.

A local inspection takes place through a person appointed by the local commission of child welfare or through a person from the local municipal council appointed member of the committee for the said institution.

The state pays for regular medical inspec-



tion of the children in institutions (both homes of education and institutions for child welfare work) and for inspection by a dental surgeon, when a contract is approved by the chief inspection.

It is important that many nursery school teachers are able to spend 3-4 weeks with their children in holiday camps.

Many nursery schools and other institutions for day nursery work have been started by committees, which are in close connection with the church; others belong to different societies for the promotion of child welfare; a small number are run by factories, about 11 percent of the approved institutions are owned and run by private persons, about 24 percent of the nursery schools are municipal.

Financing

All approved day-institutions for children under 7 years of age receive from the government 40 percent of the working expenses and 30 percent from the local municipal authority when they receive exclusively or mainly children from homes where the parents are members of an approved sick benefit club, i.e. have under a certain yearly income. Mixed clubs and youth clubs receive 45 and 35 percent of their expenses. Nursery schools, which do not mainly receive children from homes of limited means, only get 20 and 15 percent of the running expenses from the state and local municipal authority.

The rest of the working expenses must be covered by payments from parents, from funds, and so forth.

The expenses of the state to the preventive child welfare (nursery schools, mixed clubs, youth clubs, and day nurseries for babies) are calculated to \$2,700,000 for the financial year 1953-54.

The not approved institutions do not get

any subsidies from the public, but it is now necessary to get a special permission from the ministry of social affairs to start a new institution for day nursery work.

Of the existing not approved institutions about 76 percent are run by the headmistress or any other private person.

Training of Teachers

The training of nursery school teachers covers a period of two years and is given at special colleges for nursery school teachers (in all 8 colleges, four of which are situated in the capital).

The demand that the candidate must be 20 years old before admission is a notable feature in this connection as well as the fact that the student before being admitted must have performed practical work at a nursery school for at least six months and, furthermore, have taken part in domestic work in a private home, preferably one with children.

No secondary school or general certificate examination is required as a basis for admittance, but any candidate without such qualification must go through a course (five months), for instance, at a folk high school.

By help of a government grant it has been possible to arrange a number of short special training courses, but it is hoped that it will be possible to get a certain number of trained nursery school teachers to get a constructive course of ten months after some years' work in one or more schools.

Another desire is that a number of child psychologists may be appointed to help the staff in the different institutions to find out what may be done to help such young children who show difficulties in the schools. It would also be of very great importance if nursery schools could be started for handicapped children.

I'm a Re-tread!

Many schools are calling into service the women who left teaching to raise a family. Special programs have been worked out to help the "re-treads." But we asked Lela Leisenring, of the Hammond, Indiana, Public Schools to tell us how she felt about the process.

RE-TREAD? HOW, YOU MAY ASK, CAN this word possibly apply to any phase of education when one usually associates it with the automotive industry? Let us consider the meaning of re-tread and see how it can apply to being a re-tread in education. Re-tread means to tread again. It also means to re-groove or to put new tread on by reinforcing or cutting new tread in a smooth surface. Both of these meanings apply in a forceful way when one comes back to teach after being away for some time.

Choosing to be a re-tread was a momentous decision. Teachers were needed, but I didn't realize how badly they were needed until I received several calls from teachers in service. The superintendent had made an appeal to his principals of the various schools, and in turn, the principals appealed to their teachers—"Do you know of any qualified teachers who could fill these vacancies?" This was the reason for my calls.

I discussed with my family the possibility of my returning to the classroom. My husband and son know, understand, and accept the deep feeling I have toward teaching, but without their cooperation it would be impossible to be a mother-teacher. Receiving their consent was the first step back toward my profession. The second was my interview with a superintendent who is encouraging the

married teachers (whose children are now old enough to help in taking care of themselves) to return to the classroom. He firmly believes that herein lies the solution to our teacher shortage, and he, along with other prominent educators, is starting us on the path of becoming re-treads.

During the interview with my superintendent and elementary supervisor, the one little word *need* struck a spark which no other word could ever have inspired. "We *need* you and feel it is your patriotic duty to return to the classroom!" Such a dynamic statement as this cannot be cast aside. Don't we, as teachers, owe it to the children of our country to give them the guidance so badly needed? Since I had received the consent of my family to return to teaching I decided I would again re-tread the path of a teacher, live again the life of a teacher but, at the same time, maintain my home and family responsibilities at the level I had established. A challenge? Yes!

Housewife, Teacher, Student

Having accepted my challenge, I had still another to hurdle, and this one had to be met before the school year 1955-56. I was to be given a "permit" from my state to teach, but before I could resume my teaching in the fall, five semester hours in certain subjects must be earned.

Another problem? Indeed—because being a housewife, teacher, and student spells *work*. I had my goal in mind—to become a qualified, licensed teacher in my adopted state. Going back to school as a student was relaxing and enjoyable. I'm happy to have had this experience—all for the love of treading again the path of a teacher.

Decision made—assignment in hand—I found myself being escorted by my elementary supervisor to a beautiful new school. We were greeted by a *lady* principal. (Here, indeed, was something new—I had always worked with *men* principals.) With formalities of introduction over, the elementary supervisor departed. The principal took me to my room. Once again, a surprise, as I walked into a "teacher's dream" of a classroom. Then my principal said something which was difficult to comprehend, "Shall we sit down and I will help you plan your work for the next few days—and here is our scope of work which you may read to assist you in planning your classes." Scope of work? *This* was new to me. A principal taking her time to give assistance to a rather bewildered (events were happening fast) re-treader? Indeed—*this* was different! No, surprises didn't end at the classroom. I was introduced to my co-workers and very cheerfully they offered, "Any time we can assist you, please feel free to call upon us." This, then, was my pleasant introduction to a new situation—here were fellow workers welcoming back one who was again re-treading.

Children Are the Reason

That four-letter word, "need," is one reason I returned to teaching, but there is another more stimulating one. Watching children grow under your supervision—this is a most satisfying experience. May I take you into my classroom

so you may understand more fully my reason for teaching?

One morning after school had started, a mother brought a rather reluctant Bobby to me. Her greeting was, "I don't know how he will get along—he cries every morning." I thought, "dear me," but outwardly I said, "How happy I am to meet you, Bobby. Buddy can be your big brother. He will show you what we do in our school." I watched Bobby closely for the promised tears—instead of tears and a sullen face—I noticed Bobby moving about happily with the other children. Some weeks passed, and I saw his mother, who greeted me this time with, "I want you to know Bobby doesn't cry any more about coming to school—he is dressed and eager to go before his sister." What a joy to a teacher to have a mother say this, because I feel I have helped Bobby grow socially with his classmates.

Kurt came to me in September. He could not sit still for even a short story. He constantly disturbed by talking aloud during group experiences, or by hitting, pinching, and yes, even spitting on the children. At milk time I could depend on Kurt to spill and cause a general disturbance. Five months have not passed, and Kurt is becoming an "accepted" member of the group. His mother told me, "We are so pleased with Kurt's progress." These words were most gratifying. Again, I've helped a little child who so badly needed guidance and there was a time when it was questioned as to whether he belonged in a public school.

Then there was Roy who entered in the fall—so timid, so shy. He was led by his father to the school door. Roy reticently entered. He walked with measured steps—looking neither right nor left. A cheery, "Good morning, Roy," but *no* response. During group experiences, work time, music, games, he just

sat like a wooden Indian. Oh yes, he kept his hands to himself, folded tightly and in his lap, not moving until time to go home. Today, Roy smiles when he says, "Good morning," and is entering into the various activities. All this because *he* chose to do so! Again, the satisfying experience of having guided this child to respond is compensation enough for teaching. Teaching is *more* than a monetary gain!

New Insights and Interests

I find now that I am traveling the path of teaching again with new insights, new interests, and new attitudes toward my profession, having observed the growth of my own child during his early years in school. This, too, has helped me in weaving into my professional background reinforcements of understanding and insight, aiding me greatly in guiding children in my classroom.

During the years that elapsed between the time that I previously taught and my present experience, education has taken on quite a different aspect. The goals and purposes of education today have deepened and widened. Where formerly we planned a program of education which we wanted every child to have, today we study the boys and girls, consider their needs, consider the way in which we wish them to grow, and plan our program around them.

Re-treading, then, has taken on two meanings. In the first place I am re-tracing experiences in teaching; second, I am reinforcing and strengthening my understanding of what it means to teach and our methods of teaching.

Yes, I am a re-tread! It is one of the most satisfying experiences a mother-teacher can enjoy. And the compensation? I am guiding and helping children to grow socially, emotionally, intellectually, and physically.



For **SUPERIOR**
design, construction
and performance

AMERICAN *Approved* **PLAYGROUND EQUIPMENT**

Since 1911 the finest equipment built,
backed by lifetime guarantee against
defective materials and construction.

Write for Literature



BRANCH PLANT AT NAHMA, MICHIGAN

The Famous **UMBRELLA BOOKS**



All of these collections are selected by the Literature Committee of the Association for Childhood Education International.

- TOLD UNDER THE BLUE UMBRELLA**
Thirty-eight realistic stories\$2.75
- TOLD UNDER THE GREEN UMBRELLA**
Twenty-six favorite fairy and folk tales\$2.75
- SUNG UNDER THE SILVER UMBRELLA**
Over two hundred poems, old and new\$2.75
- TOLD UNDER THE MAGIC UMBRELLA**
Thirty-two modern imaginative stories\$3.00
- TOLD UNDER STARS AND STRIPES**
Twenty-seven stories about Americans of various national and racial origins\$3.00
- TOLD UNDER SPACIOUS SKIES**
Regional stories from all parts of United States\$3.50
- TOLD UNDER THE CHRISTMAS TREE**
A varied collection of Christmas stories and poems\$3.00

The Macmillan Company
60 FIFTH AVENUE, NEW YORK 11, N.Y.

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

Reinstated

Weber County Association for Childhood Education, Utah.

ACEI Building Fund

Letters that accompany checks for the Building Fund often bring interesting news. Two letters of this past month demonstrate unusual determination and initiative:

Determination: "Each month when CHILDHOOD EDUCATION comes I think that I must send a check for the Building Fund—then I don't do it! Well, I am not going to bed to-night until I get this check off to you."

Initiative: "I should like to contribute to the ACEI Building Fund, but can do so in no substantial lump-sum amount. However, it would be possible for me to pledge a contribution of \$3 per month until such time as the goal of the organization has been reached. Since such a time is, obviously, unpredictable, I cannot judge what the total amount contributed would be. Could you tell me how to proceed in this matter?"

It is such determination and initiative that will make it possible for ACEI to reach its goal.

Goal—\$225,000—received to date \$25,535.60. Send your check before you go to bed to-night—or write us about your plans for a monthly contribution that will continue until the goal is reached.

One Day Workshop

On the day preceding the opening of the ACEI Conference, Saturday, March 31, 1956, the United States Committee for Childhood Education will conduct a one day Workshop at the Sheraton-Park Hotel for members of the Committee, visiting officers and members of OMEP (World Organization for Pre-School Education) and visitors from other countries who may be interested in taking

"A Look at Nursery Education—Here and Abroad."

Speakers for the morning session will be: *Mme. Herbinère-Lebert*, vice-president, OMEP, and *Bess Goodykoontz*, chairman, U. S. Committee. *Harald Flensmark*, Denmark, President General of OMEP, will be the speaker at the one o'clock luncheon.

Leaders for Workshop Sessions will be:

Frances Mayfarth, Wheelock College, Boston, Mass.; *Myra Woodruff*, State Education Department, Albany, N. Y.; *Agnes Snyder*, Adelphi College, Garden City, N. Y.; and *Harriet Nash*, State Education Department, Hartford, Conn.

Legislation for Young Children

The Legislative Committee of the South Carolina American Association for University Women is working with the State Departments of Education and of Public Welfare in the interest of providing good legislation for young children. At the State AAUW meeting in Spartanburg, March 24, such legislation was considered and steps for further action planned. *Christine M. Heinig*, associate in childhood and secondary education of the AAUW, was present to work with the group.

New Reading Association Formed

A new organization called the International Reading Association began officially to function on January 1, 1956. It was formed through the merging of two previous associations—the International Council for the Improvement of Reading Instruction and the National Association for Remedial Teaching.

The basic purposes of the new association combine and extend those of its two parent organizations. They may be summarized as follows: to stimulate effort to improve reading instruction at all levels; to encourage and direct studies in the fields of developmental, corrective, and remedial reading; to act as a clearing house for information relating to reading; to sponsor conferences and meetings planned to implement the purposes of the Association; to publish results of significant investigations and practices.

"Exploring Resources for Work with Children"

ACEI Study Conference—Washington, D. C., April 1-6

THE HAPPIEST HOUR OF THE DAY



Group Reading from

Childcraft

America's Famous Child Development Plan



Modern teaching methods strive for a close union between instructor and pupil. It is in this area that Childcraft serves so important a function. The class eagerly looks forward to the time reserved for Childcraft's poems, pictures, songs, and stories. The teacher welcomes the fund of pretested material that helps bring her closer to her group and opens young minds to the important job of learning.

Actually, there is no other work in the world like Childcraft to accelerate progress in the primary school, library, or home. It is a compilation of the finest material for elementary education, mental stimulation, and child development.

FIELD ENTERPRISES, INC., EDUCATIONAL DIVISION, MERCHANDISE MART PLAZA, CHICAGO 54, ILLINOIS



Play-Doh

TRADE MARK

(NOT A CLAY)

... the clean **NEW**
Modeling Compound
Designed for
YOUNG CHILDREN ...

Encourages Creativeness!

PLAY-DOH is a new kind of modeling compound made for young children to *handle by themselves* with a minimum of adult supervision. PLAY-DOH is complete within itself, a manipulative art material requiring no tools or modeling aids which tend to inhibit creativeness. You will like PLAY-DOH because:

1. It is ready to use **IMMEDIATELY**. Requires no moistening, kneading or time-consuming special preparation.
2. Unlike "clay", PLAY-DOH is **CLEAN** and **NON-STAINING**. It will not soil hands, clothing, desks or floors, eliminating messy and extended "clean-up" periods.
3. PLAY-DOH may be used over and over again, up to three years; provided it is kept in a closed container when not in use.
4. **BRIGHTLY COLORED**. Comes in brilliant red, yellow, blue and natural, which blend together to form beautiful secondary colors and tints.
5. PLAY-DOH is **NON-TOXIC** and pleasant smelling.
6. Packed in wide-mouthed, unbreakable smooth finished quart metal containers.

We suggest PLAY-DOH as a pleasant new medium for self-expression during unsupervised "fill-in" or "free" time periods. Undoubtedly, you will find many additional uses for it in your curriculum.

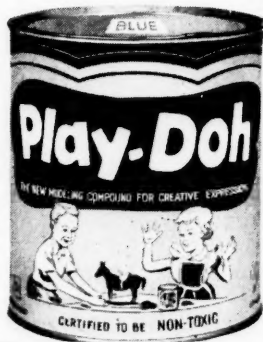
For details, ask your favorite school supply dealer, or write directly for free samples and booklet outlining simple moulding techniques. Large trial-size quart package is also available, with complete instructions, for \$1.55 postpaid: Address:

RAINBOW CRAFTS COMPANY

2815 HIGHLAND AVENUE CINCINNATI 12, OHIO

SAMPLES and DETAILS, FREE

Large trial-size quart package
with complete instructions
\$1.55 POSTPAID



NEW OXFORD BOOKS FOR BOYS AND GIRLS

The Little Bookroom

by ELEANOR FARJEON

These twenty-seven stories are the author's selection of favorites from her own writings. Here are tales of fantastic kings, resourceful peasants and ordinary, everyday children—all sharing the same inimitable qualities of invention and humor. *Illustrated by Edward Ardizzone.*

April 26. All ages. \$3.00

Animals of the World

Elephants, Camels, Polar Bears, Chimpanzees

by EDWARD OSMOND

The habits and characteristics of these animals in their natural surroundings are fully described in the easy-to-read text. Many attractive black-and-white line drawings amplify the text. *Pictures by the author.* Feb. 23. Ages 8-12. \$2.25

Heir of Kiloran

by ROSEMARY SPRAGUE

Renaissance Florence is the setting of this teenage historical novel in which a young Scot in search of his uncle's heir falls in love with the adopted daughter of a Duke. The resolution of the love affair will appeal especially to older girls.

March 29. Ages 12 up. \$3.00

Lone Hunter's Gray Pony

by DONALD WORCESTER

Filled with dreams of his first buffalo hunt, an Indian boy trains his pony, only to have it stolen by a marauding tribe. His adventures are many before he recovers his pony and brings honor to his tribe. *Illustrated by Harper Johnson.*

Feb. 23. Ages 7-11. \$2.50



Bertie and Eddie

by ROSALYS HALL

Boys will enjoy the adventures of these two brothers, whose attempts to save Mr. Pericles' horse are both touching and humorous. *Illustrated by Veronica Reed.*

April 19. Ages 7-10. \$2.75

Misko

by ALVENA SECKAR

The author of *Zuska of the Burning Hills* tells another vigorous, realistic story of a coal-mining town, where life is not easy, but where family love and fun abound. *Illustrated by Decie Merwin.*

May 10. Ages 8-12. \$2.75

The Cat Family

by DOROTHY CHILDS HOGNER

This companion volume to *The Horse Family* and *The Dog Family* tells the story of cats—from wild cats to pets—and the characteristics of each breed, including the role of cats in mythology. *Illustrated by Nils Hogner.*

March 29. Ages 9 up. \$2.75

Nikoline's Career

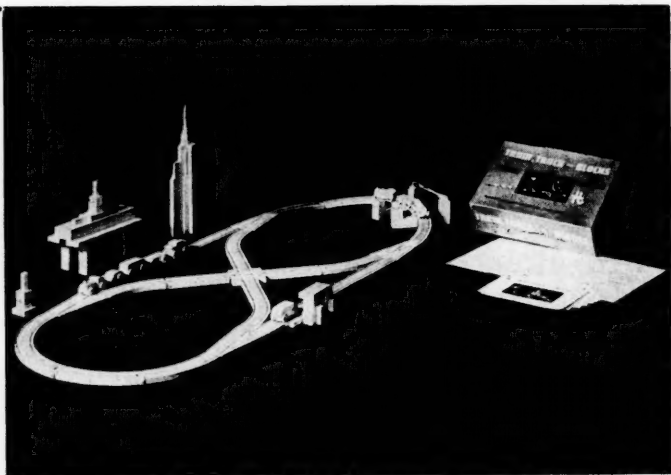
by MARGARET MAW

The heroine of *Nikoline's Choice* returns as the only teacher in a pioneer Mormon community. Her problems are many, but courage and resourcefulness see her through to a happy ending.

May 10. Ages 12 up. \$3.00

All Oxford juveniles for spring are clothbound

OXFORD UNIVERSITY PRESS, Inc. 114 Fifth Ave., N. Y. 11



"A Combination of Building Blocks and Train of Cars with Wooden Track"

Made of hard maple and wax finished, these well loved, well made durable toys will keep children busy and happy for endless hours.

Excellent for table or floor play as well as in sand piles.

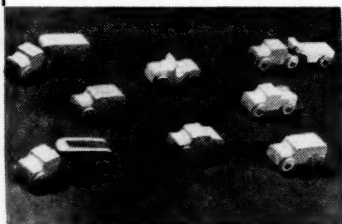
The track pushes together easily and pulls apart and is flexible at the joints without any loose parts.

The blocks are accurately machined to half-inch and one-inch sizes and they are from 1 inch to 9 inches long.

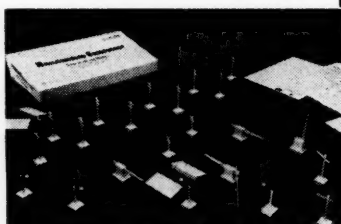
Train, Track and Blocks are used throughout the country in Kindergartens, Nursery Schools, Hospitals, and Church Schools. Age range is 2 to 10 years old.

Complete set No. 950, as pictured, \$18.00.

Other sets and equipment are priced from \$1.50 to \$18.00.



Automotive Set
No. 35 Price \$5.00



Railroad Equipment Set
No. 200 Price \$6.00

For further information write to

PLAYSKOOL MANUFACTURING CO.
1750 N. LOWNDALE AVE., CHICAGO 47, ILL.
SKANEATELES HANDICRAFTERS, INC.

Books for Children . . .

Editor, CHRISTINE B. GILBERT

THE SECRET RIVER. By Marjorie Kinnan Rawlings. Illustrated by Leonard Weisgard. New York: Scribner's, 597-599 5th Ave., 1955. Unp. \$2.50. *The Secret River*, the only story that Marjorie Kinnan Rawlings, author of *The Yearling*, wrote for children, was found among her papers after her death. It is a beautiful, poetic, and childlike story of little Calpurnia, who sets out with her dog, Buggy-horse, to find the secret river where there are fish. How she finds the river and comes to the realization that it could be found a second time only in her mind makes the story meaningful to children. *Ages: 8 to 12.*

HINKELDINKL. Written and illustrated by Frank Jupo. New York: Macmillan, 60 5th Ave., 1955. Unp. \$2.25. This story, based on an old German folk tale, recounts the cleverness of the men of the little town of Hinkeldinkl. Indeed, they are too clever

for their own good and so decide to turn fools. Their incredible foolishness will appeal to children, and makes this an excellent story to read aloud to the picture-book age. *Ages: 5 to 8.*

HAROLD AND THE PURPLE CRAYON. Written and illustrated by Crockett Johnson. New York: Harper, 49 E. 33rd St., 1955. Unp. \$1.50.

REMBRANDT. By Elizabeth Ripley. New York: Oxford, 114 5th Ave., 1955. Pp. 68. \$3.

Here are two art books written for very different ages and with a very different appeal. *Harold and the Purple Crayon* is the story of a little boy who wanted to walk in the moonlight, and when none was available, he drew a moon, as well as the rest of his imaginative experiences. This is a book to delight children, and it is hoped that it is one which will lead to the development of creative artistic expression. *Ages: 3 to 6.*

Rembrandt is a biography of the well-known Dutch artist. "The significant incidents of Rembrandt's life, which are reflected (Continued on page 392)

Stressing Moral and Human-Relations Values . . .



Golden Rule Series

(The Modern McGuffey Readers)

Grades 4-5-6 — Leavell • Friebele • Cushman

The "old-fashioned morals of yesterday" are modernized to fit the needs of today's children in the new **GOLDEN RULE SERIES**. Character-centered stories, built around vital moral and human-relations values, make the **GOLDEN RULE SERIES** a "must" for every child in your classroom. Children need to have ideals to live up to and ideals to live by. They need to know

and understand the full meaning of the Golden Rule. The **GOLDEN RULE SERIES**, the modern version of the old **McGUFFEY'S ECLECTIC READERS**, meets this urgent need as it offers reading for inspiration, reading for significance, reading for character-development, and reading for lasting values.

Publishers of a Complete Language-Arts Program

American Book Company

55 Fifth Avenue
New York 3, N. Y.

300 Pike Street
Cincinnati 2, Ohio

351 East Ohio Street
Chicago 11, Ill.



SPRING BOOKS FOR CHILDREN

CAPTAIN KIDD'S CAT

By ROBERT LAWSON. McDermot, the sea-going tom, explodes the legend of William Kidd's wickedness. Drawings by the author. Ages 10 up. \$3.00

YOUNG BRAVE ALGONQUIN

By PRISCILLA GARDEN. An Indian boy's adventures with a settler's captive son in colonial days. Drawings by M. A. Reardon. Ages 7-11. \$2.50

BASEBALL PALS

By MATT CHRISTOPHER. Exciting baseball in a story about good team play. Drawings by Robert Henneberger. Ages 7-9. \$2.50

HOW TO MAKE A MINIATURE ZOO

By VINSON BROWN. Practical directions for making and keeping home and school zoos, by the author of *How to Make a Home Nature Museum*. Drawings and diagrams. Ages 8-12. \$2.75

A HORSE NAMED JOE

By ROBERT E. GARD. How a maverick colt and a boy from Reform School regained faith in themselves. Illustrated by C. W. Anderson. Ages 12 up. A Duell, Sloan & Pearce Publication. \$2.75

VARSITY DOUBLE PLAY

By AL HIRSHBERG. The Drake twins of *The Battery for Madison High* go to Yale and Ivy League diamond competition. Illustrated by Paul Galdone. Ages 12 up. An Atlantic Book. \$2.75

THE GOLDEN STALLION'S VICTORY

By RUTHERFORD G. MONTGOMERY. How Golden Boy helped save valuable water rights for the home range. Illustrated by Paul Giguere. Ages 12 up. \$2.75

WHISPERING WIND

By COL. RED REEDER. A Cheyenne Indian boy's heroism during the massacre at Sand Creek. Illustrated by C. B. Wilson. Ages 12 up. A Duell, Sloan & Pearce Publication. \$2.75

THE TENTH WONDER— ATOMIC ENERGY

By CARLETON PEARL. A startlingly clear description of the invisible unit of matter and future uses of the energy released from it. Illustrated. Ages 12 up. \$3.00

THE ENORMOUS EGG

By OLIVER BUTTERWORTH. Nate's pet hen laid a huge egg and hatched a Triceratops! Illustrated by Louis Darling. Ages 8-12. An Atlantic Book. \$2.95

LITTLE, BROWN & CO., Boston 6, Mass.

Books for Children

(Continued from page 391)

in his art," are illustrated by black and white reproductions of more than 30 of his own drawings, etchings, and paintings. An excellent book for browsing. Ages: 10 to 16.

THE FIRST BOOK OF HOLIDAYS. By Bernice Burnett. Illustrated by Marjorie Glaubach. New York: Franklin Watts, 699 Madison Ave., 1955. Pp. 62. \$1.95.

PILGRIM THANKSGIVING. By Wilma Pitchford Hays. Illustrated by Leonard Weisgard. New York: Coward-McCann, 210 Madison Ave., 1955. Unp. \$2.50.

WITH BELLS ON. Written and illustrated by Katherine Milhous. New York: Scribner's, 957-599 5th Ave., 1955. Unp. \$2.

Books appropriate for holidays are always in demand, and especially those which are suitable for young children. *The First Book of Holidays* is one of the newest titles in an excellent series of books, and gives in simple and concise terms the origin of our holidays and how we celebrate them. Included are historical holidays, such as Independence Day; traditional holidays, such as April Fool's Day; and religious holidays, such as Christmas. Ages: 7 to 10.

Pilgrim Thanksgiving tells the story of how the Indians came to share the Pilgrim feast of Thanksgiving with Damaris and Giles Hopkins and their family. Telling the Thanksgiving story as experienced by the children has given it reality and appeal. Ages: 7 to 10.

With Bells On tells of a Christmas celebration in Pennsylvania many years ago. The earlier settlers, who were of German extraction, brought their traditional customs with them. These included the "putz," or Christmas Manger scene. The book, which is beautifully illustrated, gives a true festival feeling and recreates some of the old-time customs for today's children. Ages: 7 to 10.

RIDE WITH THE SUN. Edited by Harold Courlander. Illustrated by Roger Duvoisin. New York: Whittlesey, 330 W. 42nd St., 1955. Pp. 296. \$3.50. This fine collection of folk tales and stories from all the countries of the U.N. was compiled by the United Nations Women's Guild, an independent association of women connected with the U.N. secretariat or with the national delegations. The stories are arranged by geographical areas (Continued on page 394)

white
own
excel-

. By
rjorie
, 699

Wilma
onard
Cann.

ed by
ner's,

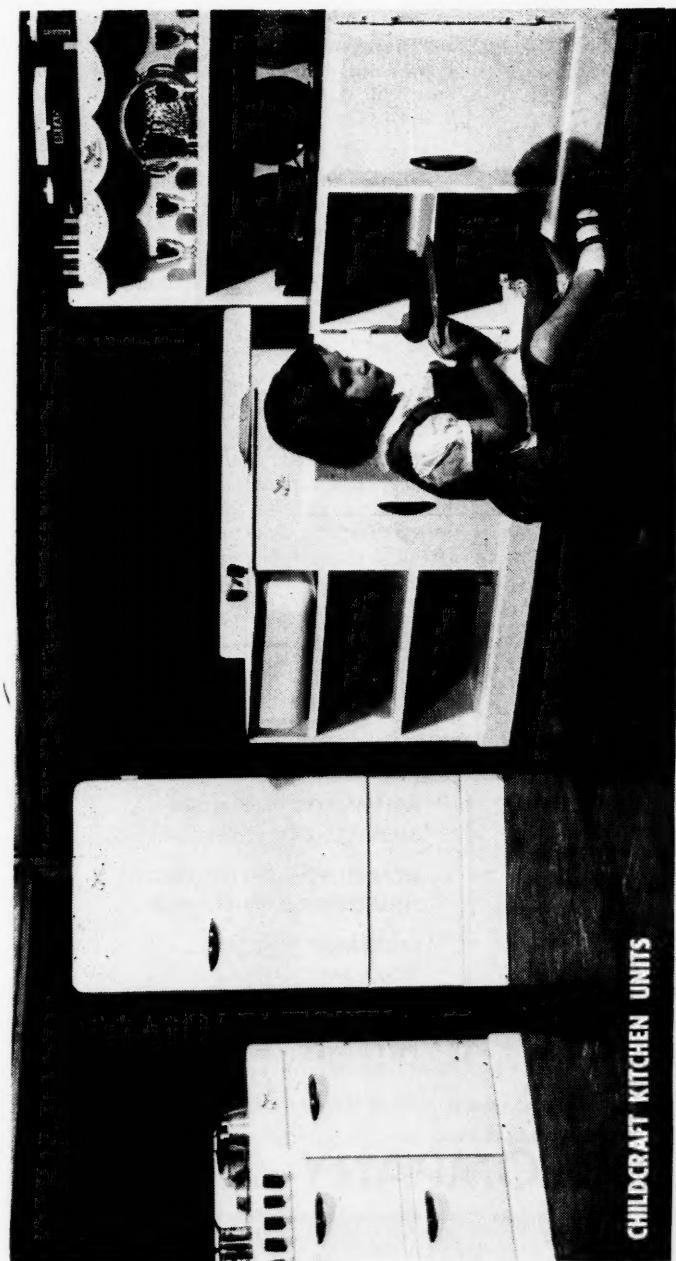
ways
are
Book
n an
mple
days
his-
Day;
Day;
mas.

how
feast
Giles
unks-
dren
o 10.
bra-
The
trac-
with
rist-
eau-
feel-
oms

rold
isin.
St.,
tion
ries
Na-
cia-
cre-
The
reas
(94)

ION

APRIL 1956



CHILDCRAFT KITCHEN UNITS

childcraft
equipment
company
INC.
155 East 23rd St.
New York 10, N. Y.

FOR ENRICHED CHILDREN'S EXPERIENCES WITH CREATIVE DRAMATICS AND PLAY

393



**TRAIN AS WELL
AS ENTERTAIN...**



WORLD FAMOUS

Holgate Toys

Sturdily built by master woodworkers, with non-toxic paints, Holgate Toys are praised by educators everywhere! Scientifically designed for specific age needs . . . from 6 months to 8 years . . . they help children develop mental alertness and physical skill. Let Holgate Toys help train your children for you!

WRITE FOR THE HOLGATE CATALOG



**HOLGATE BROTHERS
COMPANY**
KANE, PENNSYLVANIA

Books for Children

(Continued from page 392)

and were chosen with the approval of the U.N. delegation of the country which they represent. A truly international book. *Ages: 8 to 12.*

TREASURE. *The Story of Money and Its Safe-Guarding. Written and illustrated by Walter Buehr. New York: Putnam's, 210 Madison Ave., 1955. Pp. 64. \$2.50.* This book gives a factual presentation of money and its development from barter to the paper money of today, and an account of its safe-guarding. An excellent book to stimulate interest in history and in numbers. *Ages: 9 to 13.*

STRANGE IS THE SEA. *Written and illustrated by Marie Lawson. New York: Viking, 18 E. 48th St., 1955. Pp. 192. \$3.* The mystery and enchantment the sea has held for man in all countries is reflected in the legends, superstitions, folk lore, stories, and poems which Mrs. Lawson has included in her anthology. It is a fascinating volume. *Ages: 9 to 15.*

for the **BEST** elementary series, use

• **THE GINN BASIC READERS**
RUSSELL AND OTHERS

• **TIEGS-ADAMS SOCIAL STUDIES**
SERIES
TIEGS-ADAMS

• **SCIENCE TODAY AND**
TOMORROW
CRAIG AND OTHERS

• **ARITHMETIC WE NEED**
BUSWELL-BROWNELL-SAUBLE

• **HEALTH FOR BETTER LIVING**
HALLOCK-ALLEN-THOMAS

• **LEARNING TO SPELL**
YOAKAM-DAW

• **OUR SINGING WORLD**
PITTS-GLENN-WATERS-WERSEN

for information on any of these series, write to the nearest sales office of

GINN AND COMPANY

HOME OFFICE: BOSTON

Sales Offices: New York 11

Chicago 6

Atlanta 3

Dallas 1

Columbus 16

San Francisco 3

Toronto 7

FOR
RETARDED
READERS

SLOW
LEARNERS

THE ONLY
GRADED
CORRECTIVE
READING
SERIES



A unique series, designed specifically for corrective reading programs in elementary and secondary schools. Emphasis is placed upon creating high interest appeal for the low ability reader and developing reading confidence.

Fifteen authentic, colorful, historical biographies of famous American heroes.

For busy classroom teachers to aid in formulating an effective reading program: the authoritative *Handbook on Corrective Reading* for entire series and the comprehensive *Teacher's Guide Book* for each title.



Edited by Dr. Emmett A. Betts, Director Betts Reading Clinic, Haverford, Pa.

Send for Free 17 x 22" four-color historic U.S. Trails Map and brochure concerning this graded corrective reading program.

WHEELER PUBLISHING COMPANY
161 EAST GRAND AVE. CHICAGO 11
DEPT. 71

THE AMERICAN ADVENTURE SERIES OFFERS
THREE ESSENTIALS OF CORRECTIVE READING—

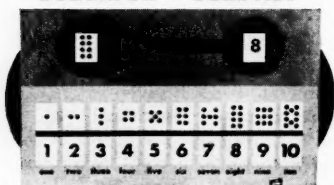
1. Down-to-earth approach to learner interest
2. Specific guidance on thinking and comprehension
3. Practical help on phonics

MATERIALS FOR BETTER TEACHING

by
Judy

Teacher designed ... classroom tested

EASY TO USE • LOW COST
COLORFUL • COMPACT



JUDY NUMBER JUMBLE

This double featured number aid is used for self teaching and checking of numbers from 1 to 10 and their meanings by 2 separately moving 8" wheels. One side has groupings and symbols arranged sequentially; on reverse side symbols for each number must be found without aid of sequence.

Shipping wt. 2 lbs. ea. \$1.35

JUDY NUMBER PUNCH

Makes practice fun in mastering addition-subtraction and multiplication-division facts. Each set has 6 cards approximately 4" x 8".

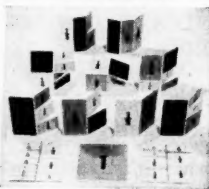


- Set 1 Easy Addition-Subtraction—sums and minuends to 12.
- Set 2 Advanced Addition-Subtraction—sums and minuends to 18.
- Set 3 Easy Multiplication-Division—products and dividends to 45.
- Set 4 Advanced Multiplication-Division—products and dividends to 81.

Shipping wt. 1 lb. ea. .60 set \$6.00 dz.

JUDY FRACTION SIMPLIFIER

A self contained manipulative device of 12 colorful 5" squares shows concretely the principles and concepts of most used fractions.



Shipping wt. 1 lb. ea. .85 ea. \$9.00 dz.

All prices are f.o.b. Minneapolis

Write for catalog of other teaching-learning Materials by Judy.

THE JUDY COMPANY
310 N. 2nd St. • Minneapolis 1, Minn.

Books for Adults . . .

By CHARLES DENT

The logic back of this selection was that if we can have the right kinds of school-community relationships; if we can have the right kinds of parent-child relationships during the early years; if we can really understand juvenile delinquency in its rawest aspects—we might be able to do better in preventing it. All but the one reviewer noted are on the faculty of the University of Texas.

COMMUNITY RELATIONS AND THE PUBLIC SCHOOLS. By Harry L. Stearns.

New York: Prentice-Hall, 70 5th Ave.,

1955. Pp. 354. \$4.95. Mr. Stearns, a school

superintendent, has presented a treatment of one of the most crucial problems in public education in America today—that of the opening of two-way channels of communication between the citizens of a community, who possess and support the schools, and the professional people who conduct them. The author expresses a firm belief that the schools belong to the people. At the same time, he has elevated the role of the professional people to a position of integrity and security. The reviewer feels this to be one of the most meaningful books in school administration he has read in some time.

In the first two chapters, "The Educator and the Complex Community" and "The Principles of Community and Group Reaction," Stearns has described in everyday language the sociological context in which schools operate and school administrators work.

In chapters 3 through 13 Stearns explores some causes and solutions to problems encountered in working with politicians, community agencies, business, industry, labor, religious groups, various races and nationalities, city governments, and the press. He describes in detail the kinds of situations which arise, underlying principles, and some procedures which have proved to be satisfactory in meeting them.

Chapters 14, 15, and 16 deal almost entirely with ways of doing three important and essential jobs of the administrator: presenting the schools to the people, testing public opinion, and understanding and harmonizing community forces.—Reviewed by ROY M. HALL, Educational Supervision and Administration.

DELINQUENT BOYS. The Culture of the Gang. By Albert K. Cohen. Glencoe, Ill.: Free Press, 1005 W. Belmont Ave., 1955.

Pp. 202. \$3.50. This book is not written for the layman, but is included because it provides a look at the community sub-culture of the gang which persists in some urban areas largely in delinquency neighborhoods.

Delinquency is not treated as individual cases but as a phenomenon of a particular kind of environment whose characteristics can be isolated and understood. This environment is described as "being there" to receive and mould youth who embrace it for varying reasons. Its characteristics as being "non-utilitarian, malicious and negativistic" are defined and these functions are explained.

The author recognizes other theories explaining delinquency, but makes a case for dealing with the community's delinquent sub-culture as a virtually unexplored area of study. In so doing he presents some explanations and understandings of so-called middle class values which seem important for teachers and parents to consider. In this connection, he deals with the difficulties experienced by

(Continued on page 398)

The Invitation of

**THE ASSOCIATION FOR CHILDHOOD
EDUCATION INTERNATIONAL**

to participate in
**The Functional Display of Approved
materials at**

THE ACEI STUDY CONFERENCE

at the Sheraton Park Hotel, Washington,
D. C., April 1-6, 1956

has been accepted with pleasure and
you will see there

TOTEM CONSTRUCTION AND POSTER PAPER PROJECT ROLL CHALKRAFT

*Available through recognized
school supply houses everywhere.*

BERMINGHAM & PROSSER COMPANY

10 East 40th St. 2552 West Ogden Ave.
New York 16, N. Y. Chicago 8, Illinois

ANNOUNCING

A NEW First and Second Grade Arithmetic Program



UNDERSTANDING ARITHMETIC

GRADES 1 and 2

Sanders • Schmidt • Williams • McSwain

Outstanding Features:

- Step-by-step teaching plan
- Tested and developed in the classroom
- Each lesson is clearly defined
- Provisions for independent activity
- Complete helpful teachers' editions

Write for
descriptive circular

LAIDLAW BROTHERS RIVER FOREST, ILLINOIS

Summit, New Jersey • Palo Alto, Calif. • Dallas, Texas • Atlanta, Ga.

Scribner

SPRING BOOKS

FOR YOUNG

READERS



Alice Dalglish

THE FOURTH OF JULY STORY

A companion book to THE THANKS-GIVING STORY. Full-color illus. by Marie Nonnast. Ages 6-9 \$2.50

Françoise

JEANNE-MARIE IN GAY PARIS

The popular little French girl visits her aunt. Illus. by the author. Ages 4-7 \$2.75

Marguerite Butterfield

ADVENTURES OF ESTEBAN

The charming story of a boy and his life on the island of Majorca. Illus. by Enrico Arno. Ages 6-10 \$2.50

Nan Hayden Agle and Ellen Wilson

THREE BOYS AND A TRAIN

The popular triplets have an exciting time riding a Diesel engine. Illus. by Marian Honigman. Ages 5-8 \$2.25

Virginia Kahl

MAXIE

The hilarious story of an ambitious dachshund by the author-illustrator of AWAY WENT WOLFGANG! Ages 4-8 \$2.50

Alice E. Goudey

HERE COME THE LIONS!

The newest addition to the author's "little zoo" series. Illus. by Garry MacKenzie. Ages 5-9 \$2.25

Marion Renick

BATS & GLOVES OF GLORY

Bruce enters the school hobby show with his baseball Hall of Fame. Illus. by Pru Herrie. Ages 7-10 \$2.50

Mary Raymond Shipman Andrews

THE PERFECT TRIBUTE

The poignant story of Lincoln's Gettysburg address. Jacket and title page for this new addition by Rudolph Ruzicka. \$1.50

At all bookstores

CHARLES SCRIBNER'S SONS

Books for Adults

(Continued from page 397)

children and youth from working class backgrounds in assimilating these values as they are taught by middle class teachers—C. H. D.

Two additional books in the area of juvenile delinquency include:

1,000,000 DELINQUENTS. By Benjamin Fine. Cleveland: World Pub. Co., 2231 W. 110th St., 1955. Pp 377. \$4. A startling

picture of the status of juvenile delinquency on the American scene. Fine doesn't represent a hopeless attitude toward conditions, however, as many constructive views are presented for understanding and alleviating the plight of hapless youths.

TRUANTS FROM LIFE. By Bruno Bettelheim. Glencoe, Ill.: Free Press, 1955. Pp.

511. \$6. Mr. Bettelheim includes complete case histories of four disturbed children who are literally "truants from life" since they are beyond the hope of being helped by ordinary methods of psychotherapy. There are many implications in the discussions of the ways these children are dealt with for improving the lot of normal children.—C.H.D.

FROM Abacus

TO Zoo Lotto

EVERYTHING FOR

- NURSERY SCHOOL
- KINDERGARTEN
- PRIMARY GRADES
- CHILD CARE INSTITUTIONS

Equipment for IN and OUTDOORS

BUILDING BLOCKS AND ACCESSORIES, TRANSPORTATION TOYS, WHEEL GOODS, PUZZLE PLAQUES, GAMES, PEG BOARDS, TABLES AND CHAIRS, ROCKERS, SCREENS, ALUMINUM REST COTS, STACKING, FOLDING COTS, FOLDING TABLES, PLAYGROUND EQUIPMENT, HOLLOW BLOCKS, EDUCATIONAL TOYS, ARTS AND CRAFTS SUPPLIES, ART PAPERS, RHYTHM BAND INSTRUMENTS, SONG BOOKS, CHILDREN'S BOOKS, RECORDS, PHONOGRAPHS, TEACHING AIDS.

Write for illustrated catalog No. 17

NOVO

EDUCATIONAL TOY AND EQUIPMENT CORPORATION

201 EIGHTH AVENUE, NEW YORK 11, N.Y.

THE DYNAMICS OF PERSONAL ADJUSTMENT. By George F. J. Lehner and Ella A. Kube. New York: Prentice-Hall, 1955.

Pp. 476. \$7. Those with a personal interest in the subject of adjustment may be repelled by the first three chapters which though pertinent seem unduly long. The uninitiated can obtain a somewhat comprehensive orientation in psychology from this book with a minimum of reference to other sources for definitions.

The authors make an observation that is definitely broad enough to be universal in its application and could almost be considered the theme of this book:

The development of higher levels of frustration, tolerance or better adjustment may be aided by the individual's feeling secure and wanted and performing tasks at which he can persevere and succeed if he can and will recognize his own abilities as well as his own limitations.

To those parents concerned with rearing their first-born the "right" way, the authors give assurance that the average baby is a fairly resilient organism that will survive and prosper even though parents don't follow all the advice they get.

(Continued on page 400)

NEW YORK UNIVERSITY

1956 Summer Session Opportunities

- Workshop in Child Development Curriculum Experiences in Reading and Literature in Music
- Child Development and the School Program
- Curriculum Planning and Development
- Administration and Supervision
- Arts and Crafts, Language Arts
- Science and Social Studies
- Community Materials and Resources
- Guidance and the Classroom Teacher

Intersession—June 5 - 29

Summer Session—July 3 - August 10

Postsession—August 13 - September 7

- Live in The Village and enjoy New York

For further information write

Department of Early Childhood and Elementary Education

NEW YORK UNIVERSITY

New York 3, New York



**For a wonderful time reading
For a wonderful time teaching**

Parades

**New Basic Reader
for first semester, seventh grade***

GRAY • MONROE • ARTLEY • ARBUTHNOT

Dramatically illustrated . . . "grown-up" . . . alive, PARADES heralds the advance of The New Basic Readers into the upper grades, and promises seventh-graders and their teachers a new day in reading.

Free on request: a 24-page booklet in full color, with sample selections from PARADES. Ask for #497. *Teacher's Edition and Think-and-Do Book will be available in September; More Parades, Book 7/2, in January 1957.

Chicago 11 Atlanta 5 Dallas 2 Palo Alto New York 10

SCOTT, FORESMAN AND COMPANY

Selected RONALD Books . . .

Teaching Language Arts In Elementary Schools

Ethel L. Hatchett, *Hardin-Simmons Univ.*;
Donald H. Hughes, *Northwestern Univ.*

NEW—a functional-creative approach to teaching language arts, including speaking, reading, writing, spelling, etc. Offers a wealth of practical suggestions and materials to guide the teacher in adapting this modern approach to classroom practice. Numerous examples of children's work at various levels of development. 36 ills., 424 pp. \$4.75

A Foundation For Art Education

Manuel Barkan, *Ohio State University*

CENTERING ON creative experience in a child's education, the author explores basic problems of teaching art, relating them to concepts of human behavior drawn from other disciplines. "Excellent . . . approaches art education from a comprehensive view."—HELEN HIRD, *College of the City of New York*. 235 pp. \$4

Health in the Elementary School

Herbert Walker, *Columbia University*

DESCRIBES role of the classroom teacher in health education and welfare. Covers: conservation of vision and hearing, communicable diseases, accidents and sudden illness, mental health, etc. Specific recommendations for various sized schools. "An excellent job."—R. MORLAND, *Stetson Univ.* 30 ills., 228 pp. \$4

Audio-Visual Procedures in Teaching

Lester B. Sands, *Santa Barbara College,
University of California*

JUST OUT. Complete survey of audio-visual materials and procedures for every level of education. Analyzes uses, possibilities, and limitations of each type of aid, with concrete descriptions and vivid practical examples. Laboratory exercises, extensive lists of source materials. 271 ills., tables; 670 pp. \$6

• Order Your Books From:

THE RONALD PRESS COMPANY
15 East 26th Street, New York 10

Books for Adults

(Continued from page 399)

To those concerned with adjustment therapy a warning is given in the early part of the book against "quacks." In the last chapter on psychotherapy, which is explained to be as simple as bringing learning up-to-date or unlearning "bad" habits and relearning "good" ones, there is a delineation of various approaches, as well as some criteria for selecting competent clinical psychologists.—*Reviewed by* ARTHUR J. EDWARDS, *specialist in supervisory training.*

YOU AND YOUR CHILD. By Winifred De Kok. New York: Philosophical Library, 15 E. 40th St., 1955. Pp. 147. \$3.75. (Printed in Great Britain by Jarrold and Sons Ltd., Norwich.) This book designated by the author as "a complete guide to child management from birth to adolescence," presents an optimistic, professional point of view recommended for parents and teachers. Winifred De Kok's experience as physician and children's clinician, and her years of dealing with parents' problems center in her golden rule: "Respect the child's individuality." As

NEW . . . FOR KINDERGARTEN AND FIRST GRADE TEACHERS

The KINDERGARTEN LOG

by Mary Jackson Ellis

"Kindergarten experiences that seem to remain alive with activity . . . a useful guide . . . a challenge to creative activity."

A. H. Calloway, Asst. Prof. Educ., West Virginia State Teachers College

"A practical aid to the teacher—particularly one just starting to teach."

Dr. W. C. Olson, Dean, School of Education, University of Michigan

"An invaluable aid in carrying on the instructional program in kindergarten . . . teachers with whom I work are delighted with it."

Mrs. Margaret Ewing, Elementary Specialist, Baltimore, Md.

A valuable work manual by one of the most capable teachers in the field . . . contains complete kindergarten program with appropriate games, poems, finger plays. Shows week's program on each double spread with account of daily activities. Attractive hardboard cover. Size open: 10" x 26". A helpful guide and timesaver for the busy teacher.

Price \$3.95

Available only from publisher—
send order to:

T. S. DENISON & CO.

321 5th Ave. So., Minneapolis 15, Minn.

the mother of two children she hastens to emphasize that such respect does not mean "unlicensed freedom" but the building up of self-respect.

Each of the 21 brief chapters succeeds in pinpointing certain basic concepts essential in guiding a child toward maturity, and each could profitably be expanded into a full-length lecture or paper. The British terminology is as interesting as it is refreshing to the American reader.—Reviewed by FRANCES LEWIS MERRITT, *Howard Payne College, Brownwood, Texas.*

CHILD BEHAVIOR. By Frances L. Ilg and Louise Bates Ames. New York: Harper, 49 E. 33rd St., 1955. Pp. 342. \$3.95. Material written for a syndicated newspaper column since 1951 has been adapted for this book. The material used has grown directly out of the work of the Gesell Institute of Child Development over the past 20 years. The book is aimed at increasing parental understanding and acceptance of children's behavior.

Topics such as sex behavior and sex interests of children are well handled, with sug-

(Continued on page 402)

FOLKWAYS RECORDS

• World's leading producer of AUTHENTIC folk music on RECORDS including THE ETHNIC FOLKWAYS LIBRARY which contains an unusual selection of the music of over 200 peoples: recorded on location by native orchestras and vocal groups; each Long Play Record is accompanied by extensive notes by famous collectors and recognized authorities . . .

And the famous SONGS TO GROW ON series for children. ANTHOLOGY OF JAZZ, and AMERICAN FOLK MUSIC, INTERNATIONAL SCIENCE AND LITERATURE SERIES.

Most of the issues are original recordings on HIGH FIDELITY—40-18,000 cycles. ALL FOLKWAYS RECORDS are guaranteed for quality of reproduction and content.

For complete catalogue write to:

FOLKWAYS RECORDS & SERVICE CORPORATION

117 W. 46th ST., NEW YORK 36, N. Y.



... the new 1956 revision of ...

SCIENCE FOR MODERN LIVING

Second Edition by Victor C. Smith—Katharine Clarke—Barbara Henderson
—W. E. Jones

This newly-published Second Edition of the SCIENCE FOR MODERN LIVING Series, Grades 1-9, includes the addition of important science concepts, an expansion and clarification of science material, new functional illustrations, the wide use of color, and the inclusion at the middle levels of a new type of activity centered on the use and understanding of science vocabulary. Complete Teacher's Manuals accompany this popular science series.

J. B. LIPPINCOTT COMPANY

Chicago • Philadelphia • Atlanta • Dallas • Toronto

VIKING JUNIOR BOOKS



THE CUNNING TURTLE

Story and Pictures by Kurt Wiese

Adventures in cloudland at a meeting of the winged musicians—or why all turtles have cracked backs! Chuckling pictures. **Ages 4-7 \$2.00**

THE LONG HIKE

Story and Pictures by Dorothy Ivens

A fine summer day with a little boy and girl, a picnic basket full of good things, and a long hike to a lake for a swim. **Ages 4-7 \$2.00**

PLAY WITH ME

Story and Pictures by Marie Hall Ets

An eager little girl learns to sit quietly and wait until the shy, wild animals come to her. Amusing pictures in soft colors. **Ages 2-5 \$2.50**

MOP TOP

Story and Pictures by Don Freeman

Moppy changed his mind about haircuts when a near-sighted lady in a store wanted to buy him for a real mop for cleaning. **Ages 3-6 \$2.00**

CROW BOY

Story and Pictures by Taro Yashima

A poignant story of a shy little Japanese whose classmates suddenly discovered that he had much to give them. Full color. **Ages 4-8 \$2.75**

LION

Story and Pictures by William Pène du Bois

Whimsical writing and dazzling full color tell of the events in the workshop which led to the creation of the King of Beasts. **Ages 6-9 \$3.00**

PHILOMENA

Written and Illustrated by Kate Seredy

Twelve-year-old Philomena goes to Prague to look for her aunt, but first finds a series of jobs, many pets and friends. **Ages 8-11 \$2.75**

EIGHT RINGS ON HIS TAIL

By John Oldrin

Illustrated by Kurt Wiese

Another Round Meadow story, this time of an inquisitive raccoon. **Ages 8-12 \$2.50**

Send for free illustrated catalogue

THE VIKING PRESS, 18 E. 48th St., N. Y.

Books for Adults

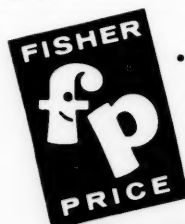
(Continued from page 401)

gestions for parental action when questions are raised. Topics as parental relationships, sibling rivalry, readiness, discipline, and comics, television and movies pose questions and propose alternatives for parental consideration.

The authors furnish age-graded schedules of behavior. There are warnings against "taking the time-table too seriously" and against "matching your own child exactly to it." The necessity for such warnings leads this reviewer to express the opinion that future revisions might well discard the yearly or half-year age-grading for a more flexible schedule with a longer time range.

It is surprising to see the Sheldon somatotype or "constitutional psychology" concept so boldly avowed. Without sufficient warning, this concept could be a source of confusion to parents who do not read discriminatively.

Child Behavior is definitely for the layman. Following the cautions of the authors, the anxious parent could well read it with profit. —Reviewed by A. C. MURPHY, *Educational Psychology*.



...means

**finer
play!**



See our famous wood toys that look, act and last like toys should at the Functional Display. Write for beautiful full color catalog of famous pull and push toys and educational blocks.

Fisher-Price Toys, Inc., East Aurora, N. Y.

MUSIC for RHYTHMS and DANCE

composed and played by

FREDA MILLER

for use with children

FOR THE TEACHER with no special training in dance or music; four pages of suggestions varying from simple to moderately difficult, including basic movement, dramatic play, rhythm band, etc.

CONTENTS

Walking	Turning	Angry
Running	Swinging	Sad
Skipping	Marching	Funny
Jumping	Mysterious	Lively

3 10" (6 sides) break-resistant records 78 RPM

Board of Education approval from Detroit, L. A., Boston, Philadelphia, N. Y., Miami, Washington, D. C., etc.

Write for descriptive folder to:

FREDA MILLER, 237 E. 81st St., N.Y.C. 28, N.Y.

a smart buy to—SPECIFY

- KS performance record is unsurpassed
- KS 30 speed cutters
- KS smart-looking metal frame is die-cast for ruggedness
- KS no fall-out of shavings
- KS Boston Stop stops waste
- KS non-rusting steel receptacle
- KS 1 year Boston guarantee

**BOSTON
KS**



king of "heavy duty" sharpeners—SPECIFY

- RANGER outside 3-position point adjuster
- RANGER heavy-duty double bearing 30 speed cutters
- RANGER stainless steel receptacle
- RANGER Boston Stop stops waste
- RANGER 1 year BOSTON guarantee

**BOSTON
RANGER**



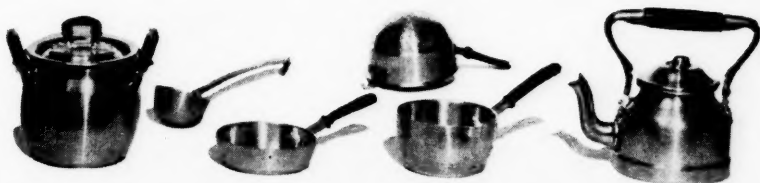
FREE—comprehensive school report on sharpeners.

C. HOWARD HUNT

PEN CO. Camden 1, N. J.

Also manufacturers of **SPEEDBALL** pens and products

**BOSTON
PENCIL SHARPENERS**



child-size pots & pans

Double gauge aluminum, with Bakelite handles. Durable, lasting quality, made especially for *School Use* by Creative Playthings, Inc. Will not break or bend. Not toys, these child-size pots and pans will last for years. Six piece set, #H829 **\$4.95**

Write Dept. C-11 for catalog.



creative playthings inc.

5 University Place, New York 3, N. Y. • 316 N. Michigan Ave., Chicago 1, Ill.

Bulletins and Pamphlets

Editor, PATSY MONTAGUE

RESEARCH HELPS IN TEACHING THE LANGUAGE ARTS. By Harold G. Shane. Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 16th St., N.W., 1955. Pp. 80. \$1. This booklet brings together a world of important information and presents it in a simple, clear manner which will enable the teachers of the language arts to relate it to their specific problems. These teachers will have a warm appreciation for the people who have so ably compiled a research which bears directly on the questions which *they most often ask about the language arts*. A valuable resource for those concerned with curriculum improvement. P.M.

MUSIC FOR CHILDREN'S LIVING. Bulletin No. 96. Washington, D. C.: Association for Childhood Education International, 1200 15th St., N.W. Pp. 48. 75¢. Here is another fine contribution from ACEI. With this bul-

letin the classroom teacher could greatly enrich the day-to-day classroom program by integrating music with other subject areas. It has gone beyond the concept that we teach music at a certain period during the day for so many minutes. It suggests that we use music as a stimulus to the study of other subject areas as well as for relaxation.—Reviewed by RUTH JEWELL, state music consultant, N. C. Dept. of Public Inst., Raleigh.

THE PROBLEMS APPROACH AND THE SOCIAL STUDIES. Curriculum Series No. 9. Washington, D. C.: National Council For the Social Studies, NEA, 1201 16th St., N.W. 1955. Pp. 115. \$2. Two questions constantly before those who work in social studies are: What shall be taught in the social studies? How can the selected content be best organized for effective teaching and learning? This publication presents one of the newer and more promising approaches to the selection and organization of content. It contains a discussion of the philosophic and theoretical bases for a problem-centered curriculum as well as descriptions of applications of the (Continued on page 406)



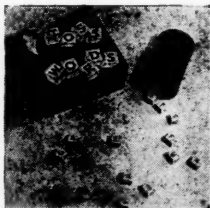
CHOOSE KRAEG GAMES

ENJOYABLE
INSTRUCTIVE
FOR
All AGE GROUPS



**TIMES
SQUARE**

A game that's really **FOUR** games in one. Times Square is a completely "painless" way to teach arithmetic to children, a wonderful evening's entertainment for parents.



TOSS WORDS

America's newest, most exciting game with words is instructive to children, challenging to grown-ups. For **FASCINATING** fun with words, the game to get is Toss Words!



**SUM
FUN**

Old arithmetic gets a brand new costume of gay-colored cubes, a bright red shaker, and a set of designed-for-fun rules! Makes teaching easier . . . for all ages.

These games recommended by ACEI . . . At Your Dealers or Write Dept. A

KRAEG GAMES, INC.

**4500 SHENANDOAH AVE.
ST. LOUIS 10, MISSOURI**

RAINBOW RHYTHMS

Recordings And Music For Children

Composed, arranged and recorded by Nora Belle Emerson

Edited by Thos. E. McDonough

FIRST SERIES (3 vinylite plastic records—18 rhythms) Blue Label. \$4.50 per set postpaid: Run, Hop, Skip, Cowboys, Giants and Fairies, Soldier March, Walk, Train, Airplanes, The Doll, The Jig, The Acorn, Happy Clap Dance, The Polka Dot, The Indians, The Balls, The Jumping Jack, January February March.

SECOND SERIES (3 vinylite plastic records—15 rhythms) Red Label. \$4.50 per set postpaid: Bunny Cotton Tail, The Elephant, The Duck, Day and Night, The Butterfly, The Cotton Pickers, Windmills, Boats, Skip, Swings, See Saw, Jump the Rope, U. S. A. Victory March, Rainbow Rhythm Band, Rainbow Lullaby.

THIRD SERIES (3 vinylite plastic records—12 rhythms) Green Label. \$4.50 per set postpaid: Dog Walk, Yankee Doodle Polka, Dixie Hoe Down, Leap the Puddles, Snowflakes and Skating, Cat Walk, I Can Do Better Than That, Bubble Song, Oh Come Little Children Come! God Made the World So Beautiful, Sowing Ev'ry Day, Hi Ho!

These Are Piano Recordings

These rhythmic patterns and songs are original. Each rhythm and song arises from a natural situation. Basic rhythmic principles such as tempo, accent and intensity are emphasized to facilitate the teaching of fundamental body movements.

RAINBOW RHYTHM BOOK

Nora Belle Emerson & Thos. E. McDonough
Music for 45 original rhythms
for Kindergarten and Primary Grades
\$2.98 a copy postpaid

Mail Orders to: Rainbow Rhythms, P. O. Box 608 Emory University, Georgia



FOX BLOX

Patented

Educational Building Blocks

for

**Schools—Churches
Homes**

We also manufacture

Solid Floor Block

Hollow Block

Building Block

Special Blocks to Order

Made of special light weight hardwood

Builds . . . Houses . . . Climbing Towers . . . Churches

Bridges . . . Ships . . . Boats . . . Stores . . . Yards

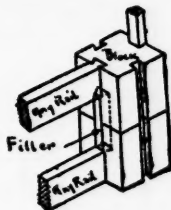
Tables . . Benches . . . Beds . . . Wagons . . . Airplanes

No Nails, Bolts, or Rods . . . Simple Interlocking Corners

FOX BLOCKS CO., 24401 Redwood Highway

Cloverdale, Calif.

Also Manuf. of Playground Equipment



OCCIDENTAL COLLEGE and PACIFIC OAKS FRIENDS SCHOOL

Summer Session — June 18 - July 27

College credit for all courses

Elementary and Early Childhood Offerings

- Meeting Children's Special Needs in the Classroom
- Music for Young Children
- Child Development
- Children's Literature
- Workshop in Science
- Student Teaching in Pacific Oaks Nursery School
- Workshop in Dramatic Activities
- Kindergarten-Primary Methods
- Program Building in the Nursery School

For further information write

Director of Summer Session:

Occidental College, Los Angeles 41, Calif.

or

Pacific Oaks Friends School, Pasadena, Calif.

Children Love . . . Teachers Praise . . .



Pat.

The Original Wonder Horse

A WONDER in kindergarten and nursery. Its Magic-Spring Action uses up surplus energy . . . keeps playful youngsters entertained for hours . . . helps build strong bodies.

The Wonder Horse Deluxe (shown)—Golden Palomino, \$29.95. For ages 1-7. Other models from \$10.95.

Write for information

**WONDER
PRODUCTS COMPANY**

Manufacturers, Collierville, Tenn.

Bulletins and Pamphlets

(Continued from page 404)

problems approach. Teachers in each school level will find in this bulletin suggested accounts of problem-centered programs carried on at their particular grade level. They will find practical suggestions concerning methods and techniques in the use of the problems approach as well as basic and valuable materials for effective classroom work.

Those in teacher education who have a responsibility for helping teachers-in-preparation gain an understanding of the problems approach will find this pertinent.—Reviewed by HOMER A. LASSITER, supervisor of elementary educ., N. C. Dept. of Public Instr.

TEACHING SALARIES THEN AND NOW.

By Beardsley Ruml and Sidney G. Tickton.

New York 21: The Fund For the Advancement of Education, 655 Madison Ave., Bulletin No. 1, 1955. Pp. 93. Price not given.

This is one of the most notable studies of teachers' salaries that has appeared to date. It is a half century perspective of the economic factors bearing upon the teaching pro-

(Continued on page 408)

Two Stein Books

Kindergarten-Primary Grades

27 Songs - Rhythms - Story Plays

By Kay and Howard Stein

SONGS—Circus, Steam Shovel, Giraffe, Postman, Bunny, Little Jesus, Valentines, other hard-to-find subjects.

STORY PLAYS—Toy Shop (a Christmas Fantasy), Easter Fun, Rabbit and Turtle Race.

RHYTHMS—Tuneful, short, easy-to-play.

Postpaid \$1.10

16 Rhythms and Story Plays

By Howard Stein

STORY PLAYS—Animals on Parade—Giants and Dwarfs—Gay Brownies and the Pumpkin Man.

RHYTHMS—Airplanes—Skips, Runs, Quiets, and other rhythmical activities.

Postpaid \$1.10

Both Postpaid \$2.00 Direct From

HOWARD STEIN

743 E. Lexington Blvd., Dept. C
Milwaukee 11, Wis.

STETSON UNIVERSITY—Summer Sessions for 1956

Eight Weeks
JUNE 18 - AUGUST 10

Short Sessions
JUNE 18 - JULY 13
JULY 16 - AUGUST 10
JUNE 18 - JULY 27

Public school teachers—nursery, elementary and high school—administrators, social workers, guidance officers, ministers, directors of religious education, all workers with youth and graduate and undergraduate students will find refreshment and stimulation in the variety of attractive offerings at Stetson.

Workshop on
JUVENILE DELINQUENCY

JUNE 18 - 22

Conducted by

DR. BENJAMIN FINE

*Education Editor
The New York Times*

*For information and application forms
write*

Director of the Summer Session

STETSON UNIVERSITY
DELAND, FLORIDA

Workshops on
**EDUCATION FOR
MORAL AND
SPIRITUAL VALUES**

In the Secondary Schools,
June 18 - July 13

In the Elementary Schools,
July 16 - August 10

Conducted by

HENLEE H. BARNETTE

*Professor of Christian Ethics
Southern Baptist Theological Seminary
Louisville, Kentucky*

RAY V. SOWERS

*Director of Teacher Education
Stetson University*

HARLAND C. MERRIAM

*Assistant Professor of Education
Stetson University*

MELVIN J. WILLIAMS

Professor of Sociology, Stetson University

To implement the Florida School Laws directive that instructional personnel "Labor faithfully and earnestly for the advancement of the pupils in their studies, deportment and morals, and embrace every opportunity to inculcate, by precept and example, the principles of truth, honesty and patriotism and the practice of every Christian virtue."

SONGS TO GROW ON

\$2.95

MORE SONGS TO GROW ON

\$3.50

Two most widely used collections of folk songs, presented in such a lively, stimulating and different way that children—and their parents too—will be completely captivated.

by

Beatrice Landeck

EDWARD B. MARKS MUSIC CORP., RCA Bldg. • Radio City, N. Y.



Enrich your Music Program with
**PERIPOLE "LITTLE SYMPHONY" RHYTHM
 INSTRUMENTS**
 and
"AMERICANA" CALYPSO INSTRUMENTS

Also,
 recorders,
 autoharps,
 flutophones,
 tonettes,
 etc.

Send for
 free
 catalogue
 to



PERIPOLE PRODUCTS, INC.
 2917 AVENUE R
 BROOKLYN 29, NEW YORK

Bulletins and Pamphlets

(Continued from page 406)

fession, enriched by significant observations and implications. The report appeals to the casual reader in that the full force of the findings can be gleaned quickly and easily. It appeals to those who may wish to delve more deeply into the subject in that it is comprehensive and supported by statistical data.

The import of the facts and comments presented in this publication overreaches the boundaries of the teaching profession; it is strongly recommended to everyone who cherishes and who wishes to extend America's educational heritage.—Reviewed by NILE F. HUNT, coordinator of teacher education, North Carolina Dept. of Public Instruction, Raleigh.

SCHOOLS FOR YOUNG CHILDREN. Publication No. 305. Raleigh: North Carolina State Department of Public Instruction. 1955. Pp. 32. Price not given. ACE branches and others interested in standards for nursery schools and kindergartens will find this bulletin a significant and timely contribution to the field of early childhood education. The
 (Continued on page 411)

ACEI APPROVES THESE NYSTROM PUBLICATIONS



Graphic Project Globe (see Illus.)
 Beginners' 12-inch Globe
 Map Symbols Pictured
 United States—Beginners'
 Desk Outline Maps
 U.S. Slated Map
 Geography Pictures

PHYSICAL-POLITICAL MAPS

United States
 Europe
 Asia
 North America
 South America
 Mexico and Central America
 World
 State Maps

FREE New Catalog CE56

A. J. NYSTROM & CO. 3333 N. Elston Ave., Chicago 18, Illinois



COME SEE OUR CRADLE
AND MANY OTHER PRODUCTS
at the ACEI CONFERENCE
WASHINGTON, D. C.—April 1-6

Two or three children can rock themselves as well as their dolls in this really large, rugged cradle. Provides adventure for the daring, and solace for the unhappy. Rockers are designed to resist tipping. Plywood bottom; hardwood sides, ends and rockers. Smooth natural lacquer finish. Sturdily built for years of hard use. Overall dimensions 32" x 34½". Shipped with rockers detached. Easily attached with screw driver.

28 lbs., f.o.b. Rifton, N. Y.\$16.65

Write for new 1956 catalog

COMMUNITY PLAYTHINGS

Rifton 2, N. Y.



**Creative Rhythm Records
for Children in Elementary Grades**

animals accompaniments of piano, percussion, songs

free rhythms

airplanes

industries

bees, birds, elements

trucks

trains, boats

hallowe'en

christmas

valuable for their simplicity, definite rhythms, correct time lengths. Made with children for their needs and enjoyment,

PHOEBE JAMES

distributed by Whitney 150 Powell san francisco

APRIL 1956

409

TEACHER

EDUCATION

SCHOOLS

PACIFIC OAKS FRIENDS SCHOOL

Teacher Program in Nursery Education

- 2-year undergrad. program leading to Certificate. Pre-requisite: 2 years' college.
- 1-year graduate fellowship, Occidental College and Pacific Oaks, \$800.
- Summer Session with Occidental College. June 18-July 27.

For catalogs write
Director, 714 W. California St., Pasadena, Calif.

PESTALOZZI FROEBEL TEACHERS COLLEGE

Founded 1896

Specialized courses in Nursery School, Kindergarten, Primary Education. In addition to regular day classes, evening, Saturday and summer programs are offered. Information on request.

207 So. Wabash Ave. Chicago 4, Ill.
Phone: WA 2-6761

CHILD EDUCATION FOUNDATION

COLLEGE COURSE 60% Liberal Arts—40% Teacher Training Leads to B.S. in Education from Adelphi College. State certification on nursery school, kindergarten and primary levels. Transfer students accepted. Observation & Practice Teaching in children's school on premises and in N.Y.C.'s public and private schools. Dormitory in college building. Attractive residential section. Resident and Day students. Write or visit.
Box A, 535 East 84th Street, New York 28, N. Y.

WORKSHOP IN EARLY CHILDHOOD EDUCATION

JULY 30 - AUGUST 10, 1956

This workshop is designed to give persons working with young children the opportunity to work and discuss together areas of mutual interest. Areas such as freedom and authority, socialization of the child, creativity, in-service training, the role of the parent, teacher and community may be considered. Information on request.

REGISTRAR

MERRILL-PALMER SCHOOL

71 FERRY AVE., EAST
DETROIT 2, MICHIGAN

WHELOCK COLLEGE

Riverway and Pilgrim Road
Boston 15, Mass.

SUMMER SESSION—June 25 - August 3, 1956
Graduate and undergraduate courses for teachers, prospective teachers, supervisors, parents.

ENJOY this SUMMER in BOSTON

Winter Session begins September 17, 1956.
Frances Mayfarth, President

ELIOT-PEARSON SCHOOL

For Nursery School and Kindergarten Teaching

Formerly Nursery Training School of Boston

Affiliated with Tufts University. Liberal arts and professional courses leading to B.S. in Education and M.Ed. Supervised teaching in centers for children throughout Greater Boston. Residences. Campus living, metropolitan advantages.

1956 Summer session: July 2 to August 10
Write: Box 3, 177 College Ave., Medford 55, Mass.

Mills College of Education

- 4-year college program combining liberal arts and professional education.
 - B.S. Degree in Education.
 - Prepares for teaching nursery school, kindergarten and primary grades.
 - Mills graduates are among the most sought-after teachers.
- Write or phone Director of Admissions for Catalog.
Mills College of Education, Box C
66 Fifth Avenue, N.Y.C. 11 ORgon 5-0830

EARN YOUR MASTER'S DEGREE

Modern education for nursery and elementary school teachers. M.Ed. degree—one year. Small classes: individualized program. Laboratory school. Part-time, Saturday and Summer classes available. B.Ed. course 4 years. Fully accredited. Coed. Campus on Chicago's beautiful North Shore. Write for College Catalog.

NATIONAL COLLEGE OF EDUCATION

K. Richard Johnson, President
2826 Sheridan Road Evanston, Illinois

PERRY

Kindergarten Normal School

• Do you enjoy working with children? Perry will prepare you to teach nursery school, kindergarten, primary and playground, in just 3 years! Graduates can obtain degree of B.S. in Education through University credits and Summer School. Teachers in the lower grades are more sought after than ever before. You will serve humanity, enjoy challenging work with fine associates, discover techniques for your home. Established 1898. Write for catalog.

ROOM 312, 615 BOYLSTON ST., BOSTON 16, MASS.

LESLEY COLLEGE 47th YEAR

A nationally accredited senior college for women

TEACHER EDUCATION Four-year B.S. in Ed. Degree course. Nursery School through grade VI. Graduate School confers M.S. in Ed. and Ed.M. Degrees. Seven dormitories. Catalogs. Summer Session begins July 9. Director of Admissions, Margery E. Bouma, 29 Everett Street Cambridge 38, Mass.

Bulletins and Pamphlets

(Continued from page 408)

minimum standards presented, for conducting a private or public nursery school or kindergarten, were recently adopted by the North Carolina State Board of Education.

Information is included about the legal authority of the state for supervision of schools for young children and procedures for schools becoming accredited. A section on organization and operation gives some guidelines for obtaining teachers, planning a program, providing facilities and equipment, keeping records and maintaining good health practices. A list of questions on what to look for in choosing a school will be especially useful to parents.

The bulletin indicates a state department's role on a new frontier—extending education below the compulsory school age—and a plan for professional assistance to help both public and private schools provide good educational group experiences for young children.—Reviewed by HAZEL F. GABBARD, specialist, *Extended School Services and Parent Education, Office of Education, Dept. of H. E. W.*

WHITTLESEY HOUSE BOOKS that enrich reading

WHEN YOU GO TO THE ZOO

By GLENN O. BLOUGH and
MARJORIE H. CAMPBELL.

"Learning about zoos this easy way is fun."
—*Chicago Tribune*. Over 70 photos. Ages
8-12, 6 x 9, 128 pages. \$2.75

Meet and hear Dr. Blough at the ACEI Study
Conference, where he will be the Coordinator of
Section III, April 2, 3, and 4.

NOW I KNOW

By JULIUS SCHWARTZ.

Pictures by Marc Simont.

"A gay presentation of strange sights
and sounds."—*Retail Bookseller*. Ages
4-8. 7½ x 9½, 32 pages. \$2.00

RED MULE

By JESSE STUART.

Pictures by Robert Henneberger.

"Spell-binding story of faith and responsi-
bility."—*Boston Herald*. Ages 8-12. \$2.25

RIDE WITH THE SUN

Edited by HAROLD COURTLANDER for the
UNITED NATIONS WOMEN'S GUILD.

Pictures by Roger Duvoisin.

Folktales and stories from 60 countries of
the United Nations. All ages. \$3.50

WHITTLESEY HOUSE:

A Division of McGraw-Hill Book Co., Inc., N.Y. 36

CHILDREN'S MUSIC CENTER

2858 WEST PICO BLVD.

Los Angeles 6, California

"More than a record shop . . . a center staffed
by experienced consultants, trained to guide
teachers and parents in the correct selection
of records and materials for the musical
growth of children.

National Distributors for:

Rhythmic Activity Album by Bassett &
Chestnut

Railroad Rhythms

Rhythm Instruments Album

—Rhythm Productions

Cantemos—records of Mexican-Ameri-
can folk songs in English & Spanish
Sing and Say—speech development rec-
ords

Sing and Play with the Autoharp—book
by Dawley & McLaughlin

West Coast Distributor for
Musical Sound Book Records

Send for FREE CATALOGUE
of recommended records and books

CHILDREN'S MUSIC CENTER

2858 WEST PICO BLVD.

Los Angeles 6, California

GROWING WITH ART

Grades one through eight

by

MAUD ELLSWORTH

University of Kansas

MICHAEL F. ANDREWS

Syracuse University

This series of art books is designed and
written for pupils and teachers and is
based on the creative philosophy of teach-
ing art to elementary school children.

Benj. H. Sanborn & Co.

5559 Northwest Highway

Chicago 30, Illinois

Over the Editor's Desk

Starting an Easter Club

This message was on one of my Christmas cards: "Did I tell you that this institution pays no expenses outside of the state? I should have joined an Easter Club last year so that I would be sure to have the money to go to Washington for the ACEI Study Conference at Easter. Christmas Clubs seem to be paying off here."

This is the time to start your Easter Club for Los Angeles and the ACEI Conference next year.

Interesting Correspondence

With a "Sister" cartoon appearing on this page again this month (last month and twice last year) it is obvious that she is one of our favorite cartoon characters.

We were delighted when the *Washington Sunday Star* began carrying the longer episodes for we felt that parents, too, were laughing and learning. From correspondence for permission to use these cartoons we learned:

"We do have a real child under ten. Leo is seven and is having a very interesting time of it in first grade. Our other child is Mike,

three. Mike is looking forward with great enthusiasm for going to 'kool'. As you can guess, we find the stories Leo brings home very interesting, and frequently his adventures are translated into Sister cartoons."

You wouldn't have noticed but I am proud that Sister's teacher is Miss Carr. They write, "It's just a coincidence. Miss Carr is the name we gave Sister's teacher five years ago when Sister first saw the light of day as a weekly feature in *Collier's*."

Next Month

"Release and Relief from Pressures" is the topic for the May issue of *CHILDHOOD EDUCATION*. Isn't that a fine way to end this volume with the over-all theme "Courage to Move Forward"?

The editorial which sets the tone for the issue has been prepared by Charlotte Winsor.

In her article, Marian Nesbitt says that schools can give beauty, order of the natural world, courage, generosity, kindness of people, the human use of gadgets for development of individual differences and potentials.

What comprises a good day for children—at school and at home? Viola Theman has analyzed the vital ingredients.

"What Children Find Humorous," by Beatrice Davis Hurley, will help you to understand better the age level with which you work.

Marie Hughes has interpreted the meaning of a piece of research done in a kindergarten situation on the effects of class size.

The special features contain the second section on children's first books in reading which has been prepared by Alice Lewis of the Los Angeles County Schools, California. "Rainbow Over the Brink" by Winifred Bain is a lively article about looking at retirement.

News and reviews will contain news notes, reviews of books for adults and for children, reviews of magazine articles and stories.

SISTER

By The Berenstains



Printed by permission Register and Tribune Syndicate

"Relax, as long as you've got a clean handkerchief to hold up for hygiene you've got nothing to worry about."

great
ou can
home
adven-
s,"
proud
write,
is the
rs ago
y as a

Pres-
e May
that a
ver-all

or the
insor.
s that
natural
people.
ent of

ldren—
n has
y Bea-
under-
work.
eaning
garten

second
eading
wis of
ornia.
Bain
ement.
notes,
ldren,
s.

ndker-
othing

ATION